

Thirty-fifth Annual Report

OF THE

Ontario Institution

FOR THE

Education of the Blind

BRANTFORD

For the Year ending September 30th,

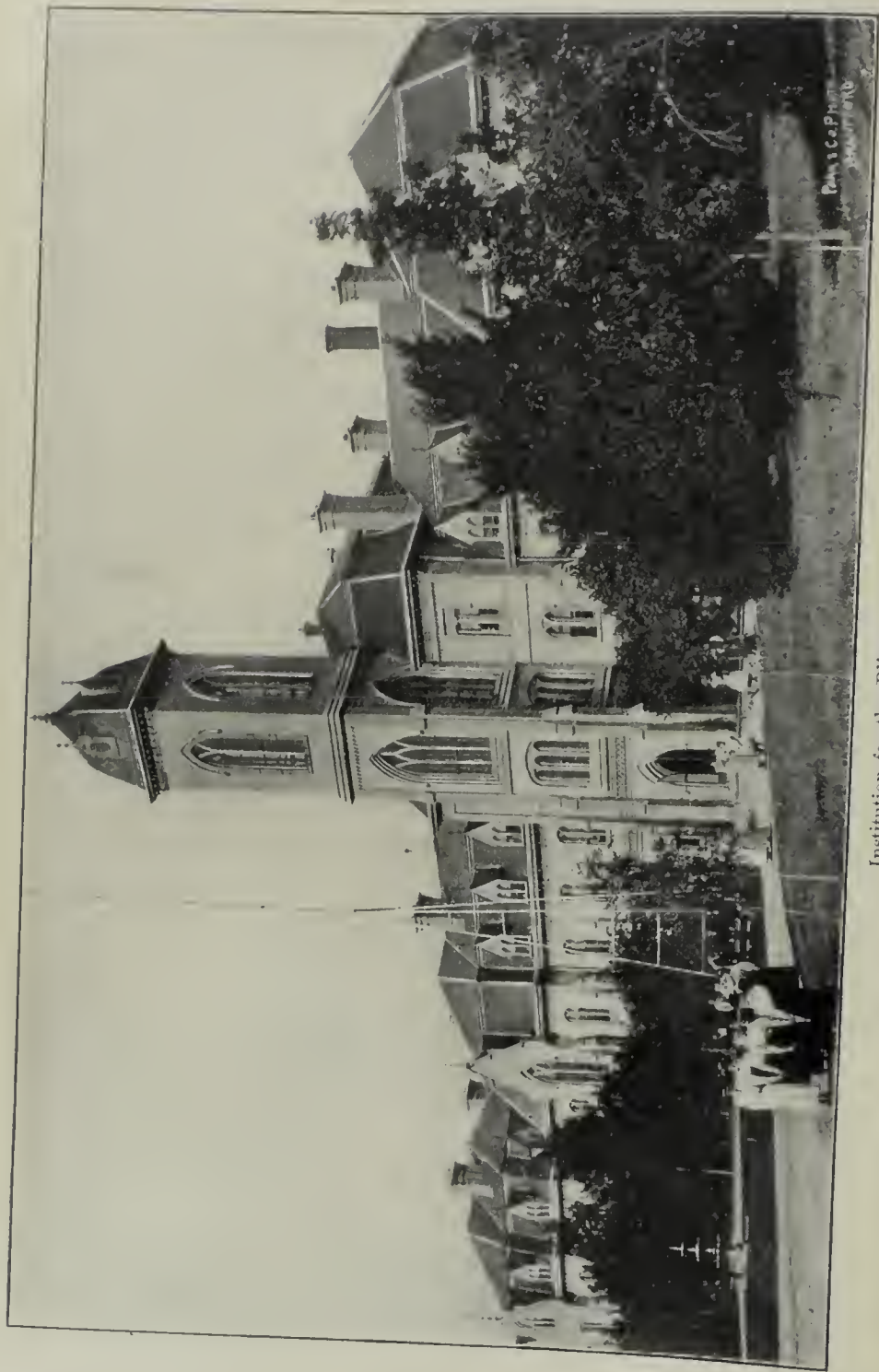
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WITH THE COMPLIMENTS OF



HERBERT FAIRBAIRN GARDINER
PRINCIPAL

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APPENDIX J.—THIRTY-FIFTH ANNUAL REPORT OF THE
ONTARIO INSTITUTION FOR THE EDUCATION OF THE
BLIND, BRANTFORD.

BEING FOR THE YEAR ENDED 30TH SEPTEMBER, 1906.

HON. R. A. PYNE, M.D., LL.D., *Minister of Education*:

SIR,—I have the honor to transmit herewith the Thirty-fifth Annual Report upon the Institution for the Education and Instruction of the Blind, Brantford, for the year ended 30th September, 1906.

I have the honor to be,

Sir,

Your obedient servant,

H. F. GARDINER,

Principal.

BRANTFORD, October, 1906.

THE INSTITUTION FOR THE EDUCATION OF THE BLIND.

In presenting the thirty-fifth annual report of the Ontario Institution for the Education of the Blind, I have to record with gratitude that, during the scholastic year 1905-06, the teachers, officers and pupils were singularly free from serious illness, and the results of their joint labors were, therefore, eminently satisfactory. The reports of the literary and musical examiners, Messrs. Passmore and Fairclough respectively, which are appended to this report, indicate the character and extent of the work done in those departments, while the newspaper reports of the several entertainments given by, and to, the pupils, which are copied elsewhere, show something of the relations between the population of the Institution and the population of the city in which the Institution is located. The old tradition of "town and gown" is one of hostility, and there is a natural tendency for a body of students living within the walls of the same building to make a little world of their own, in which ignorance of the ways and ideas of the great world outside is a prominent feature. The tendency to isolation is more pronounced as between blind and sighted people than as between two sets of sighted people, yet I am happy to be able to say that the good people of Brantford have promptly and cordially responded to my every suggestion that the blind boys and girls would love them more if they knew them better. Church choirs and young people's societies have favored us with evening visits, and some families have been generous with their invitations to pupils to come to their homes. All these things help to break down the barrier of reserve, to remove awkwardness and prejudice, and to make the blind feel more at ease in the presence of those who can see.

The conduct of the pupils throughout the session has been, with hardly an exception, exemplary, and there was a decided improvement in the physical condition of the boys, due in great part to the persistence of the Supervisor in keeping them out of doors and on the move. The blind have a lower average of vitality than the seeing, and it is of the first importance

to give them the "maximum of health," without which they can neither study nor work to advantage. The paragraph on "Athletics" will show in greater detail what has been attempted and accomplished in this direction.

No expenditure of labor, or of money, will make a blind person as capable as that same person would be with sight, yet this fact, which one would expect to be obvious, is overlooked by many, who are disappointed that every youth who has attended a school for the blind is not self-supporting, and on the road to a competence. There are, in proportion to numbers, as many grades of intellect and of ability among the blind as among the seeing: the blind man who is moderately successful in business would probably be a "captain of industry" if he could see. What the sighted man, who can barely make a living, would do or be if he were blind, may be left to the imagination of the reader. I have taken some trouble to collect and arrange the evidence of experts on the problem of the blind, believing that the first step toward its solution is to enable the public to understand it.

The seeing boy does not leave school with a trade at his fingers' ends and the ability to earn a living; as a rule the beginning of his apprenticeship at a trade follows the end of his school life. The blind boy cannot take the same enjoyment out of sports and games as his sighted fellow, yet there are times after school hours when outdoor exercise is better for the blind boy than instruction in the workshop.

Applications for the admission of adults, who have lost their sight, as pupils in this Institution, continue to arrive, most of the applicants declaring a preference for a course in piano-tuning. Not many grown men are capable of becoming good piano tuners, and if that were otherwise, the finding of situations for any large number of tuners is difficult, if not impossible. The objections to having adults and children in the same school are stated elsewhere. Yet it would seem as if the case of the adult blind demands immediate attention. The proportion of blind adults to blind children of school age is as five or six to one. How, then, can a school for the children look after the adults as a side line?

Inspector Langmuir's reports of thirty years ago show that adults were first admitted because there was room to spare, the parents of blind children not being willing to allow them to leave home, and it was understood that as soon as the room was needed for children the adults would have to go out. Not much effort appears to have been made at that time to keep track of ex-pupils. Later, the circulating library caused considerable correspondence, yet the addresses of many ex-pupils were lost, and it is not now known whether some of them are dead or alive. I have prepared an alphabetical list of all the pupils who have attended the school since its opening in 1872, with such information about them as was obtainable from old members of the staff and other sources, and with this as a basis I hope to at least make an approach to the "Saxon System" which is described in these pages. Those who read carefully the statements made before the Royal Commission, at the Edinburgh Conference and at the Saginaw Convention, will understand that the youthful blind require something more than a course of literary, musical and industrial instruction in an institution like this. Those who are deprived of sight in adult life need even greater consideration, and when this is beginning to be admitted in other countries, Ontario will not deny the fact nor long neglect her duty.

The separation of the scholastic from the industrial work for the blind, and the separation of blind adults from blind children, seem to be de-

sirable, yet so long as there is only one Institution for the Blind in Ontario, and so long as even a few adults are enrolled among the pupils, industrial training cannot be wholly abandoned. The list of industries at which a blind man of average capacity can earn even a modest living is very brief. The occupations at which he can earn his board are not numerous. Yet it is much better for a blind man to be employed than for him to be idle, leaving the question of wages out of consideration. In England and in some of the States of America the adult blind are employed in workshops, run at an admitted loss, where the buying and the selling are done by people who can see, and where the wages actually earned are supplemented; in Germany and Scotland the blind are encouraged and assisted to work and do business on their own account. It will be for the Government and Legislature to determine, after a careful study of what has been done in other countries, and of the conditions which prevail in our own, which policy shall be pursued in Ontario. I quote the opinions of three leading educators of the blind in the United States:

Wm. B. Wait, for many years Superintendent of the New York City Institution for the Blind, writes:—

"The admission and instruction of adults and children in the same school is a subject of much importance. This practice can only be justified on the supposition that blindness, in some mysterious way, eliminates the difference that otherwise exists between adults and children, and brings them upon a common plane so that they mingle together, without detriment, in the close relationship which exists in a residential school. Blindness, however, has no such levelling effect, but, on the contrary, it strongly emphasizes the distinctions and incongruities that distinguish minors and adults. If adults are to be instructed, moral and social, no less than educational, considerations require that the work should be done in schools separate from those devoted to children.

"Closely related to the question last considered is that of industries or trades in connection with the school. The vocation of a skilled trade belongs to the period of maturity, and it follows that if adults are admitted to the school with minors, a strong inducement is at once furnished for the establishment of a trade school and manufacturing department, while, on the other hand, the existence of such a department opens the way for the admission of adults to be trained to work in it. There are as many adult females as males who are blind, and together they number approximately five times as many as the minor classes. The industrial feature, therefore, tends to become dominant, and unavoidably imparts an element of commercialism to the school so that money-getting becomes the chief desire of the adults, who accordingly prefer shopwork to the mental exercises and more strict discipline of the class room. This feeling is shared also by the younger pupils, and their interest is diverted from study and is directed towards earning money rather than towards mental development and the acquisition of knowledge.

"At the end of their term pupils will not be found to have either the means or the general qualifications necessary to begin business in the trade at which they have worked and to conduct it successfully against the competition of sight and machinery with which they must contend. A fairly good understanding of the situation will usually be gained by the pupils before the close of their school period, and at graduation they are likely to feel, not unnaturally, that they should be furnished with remunerative employment.

"The schools in Boston, Philadelphia and New York City have each had a long, trying and costly experience in this matter, due, no doubt, to the necessity, as it at first appeared, of following closely and persistently the course of their prototypes in Europe. The results in each of the three experiments are conclusive and may be summarized as follows:—

"It was found that the prime and essential work of education was subordinated to the conditions created and the demands made by the industries.

"The morals of the school were greatly impaired. The younger pupils were unduly influenced by the adults, whose mental attitudes, dispositions and physical habits were often taken up by the younger pupils, making them in greater or less degree the echoes and shadows of the older ones. Instead of a sense of self-reliance, there was developed a feeling of meritorious and, therefore, deserving dependence, which it was felt to be somebody's duty to recognize and provide for.

"Finally it became necessary to abandon the industrial experiment in order to save the institutions for the strictly educational work for which they were established.

"Looking to any lasting good conferred upon the pupils through the training in trades, by making them self-reliant and desirous to be self-supporting, the experiment was practically void of results.

"From the foregoing the conclusion is clear that trades or industries cannot be properly combined with ordinary educational work in a school of this kind. If trades are to be taught and industries are to be carried on, they should be taken up after school studies have been completed, and in a place far removed from the school proper."

George C. Morrison, Superintendent of the Maryland School for the Blind, writes:—"To sum up, I advocate the establishment and amplification of a workshop and distributing centre for the adult blind, the establishment of a department for blind women in some existing charitable home, and the establishment of a system of educating the blind in their homes similar to the one in force in Massachusetts. But no matter what is done, no part of the work for the adult blind should be joined in any way to the school work for blind children. There is no connection between the two, and only harm to the already established work will result from any effort to bring them together."

O. H. Burritt, Superintendent of the New York State Institution for the Blind, Batavia, N. Y., writes:—"The State cannot, from a purely economic point of view, defer to any later date the establishment of some kind of employment institutions for the adult blind. But why not extend the work of the schools for the blind to include some provisions for the adult blind, their work to be controlled by the same Board of Trustees and supervised and directed by the superintendents of these schools, thus avoiding the multiplication of institutions, the duplication of educational machinery, and the incurring of additional expense?"

"I answer: There are several serious objections. As stated in the earlier part of this paper, the schools for the blind in their earlier days admitted blind persons of all ages, but experience has proven this plan to be an unwise one. Some of the strongest objections to it are:—

"First, adults are not easily and cheerfully amenable to the discipline which is necessary in the education of children and young people; and it is entirely natural and reasonable that they should not be.

"Second, the education of blind children and the management of a shop filled with adult laborers are two entirely different problems, either one of which is sufficiently difficult of solution to demand all the best thought of one superintendent.

"Third, the presence near a school of anything like a shop is a constant menace to the best work in our schools. Boys particularly are too eager to drop their studies and enter the shop, the strongest reason, I doubt not, being the ardent desire of the boy to be able to earn at as early a date as possible his own living and thus be independent.

"Fourth, for moral reasons adults and children of plastic years should not be brought into so close daily association as is necessary when both are housed under one roof.

"Fifth, the dietary of adults and that of growing children and youth should differ materially, and in most instances, at least, it is impracticable to maintain separate kitchens and dining rooms in the same institution. For these and similar reasons it is not practicable to develop these two distinct kinds of institutions in the same place and under precisely the same management."

So far as the Ontario institution is concerned, the extension or contraction of the industrial work is a question of expediency rather than a question of cost. The small boys and small girls take very kindly to bead work; the larger girls knit, crochet and sew, and some of them net hammocks; the boys cane chairs and net hammocks, cut and peel willow, and there is a pretty large class in piano tuning. Basket work has been done in the past, and it would be easy to revive it and to add broom making. For the accommodation of ex-pupils, stocks of willow and cane are kept on hand, and there are frequent orders for beads, wire, and other materials. But with a school population of juniors there is not much activity in the workshops until the middle of the afternoon, and few can become proficient with such limited practice.

I quoted in last year's report the argument of the late Mr. Anagnos, of Boston, in favor of the practical abandonment of handicrafts by the blind, and the preparation for professional and commercial life by means of higher education. This year I cite equally eminent testimony on behalf of what accords more closely with my own opinion, namely, that if the majority of the blind do not earn their living by handicrafts, they will not earn it at all.

So far, it has not been found practicable to sensibly increase the earnings of the blind in the face of the intense competition of the sighted: to reduce the cost of living is out of the question; how, then, shall the gap between earnings and requirements be bridged without damage to self-respect or temptation to idleness and pauperism? These are things for sympathizers with the blind to consider, and for this purpose a careful perusal of the following pages is invited.

ATTENDANCE.

The total registration of pupils in the session of 1905-06 was 123, as against 122 in the session of 1904-05; at the opening on September 27th, 1905, there were 107 pupils as compared with 104 at the opening of the preceding session; at the close 111, as compared with 107. Of the twelve pupils who were present during a part of the session, but did not remain until the end, one (male) was homesick and only stayed a few days, two

(males) were indisposed to work, one (male) was taken home because his friends found they could not bear separation from him, two (males) left when their parents removed from the Province, two (males) went away to obtain employment as piano tuners, one (male) went home to have his eyes treated, one (female) went to a specialist for the same purpose near the end of the session and did not return, and two (females) went home ill.

Of the 111 pupils who were present at the end of the session, there were 52 males and 59 females.

The number of pupils in attendance at the opening on September 26th, 1906, was 110, as compared with 107 at the corresponding date in 1905, and 111 at the closing of the school term on June 20th, 1906. Of those in attendance at the end of the last term, 84 had returned, five former pupils, who were not here at the close of last term, had come back, and twenty-one new pupils had been enrolled. The absence of the twenty-seven who had not returned is thus explained:—

Graduated.	Male.	Female.	Total.
In piano-tuning.....	4	0	4
In music (Artists' Diploma A. T. C. M.).....	0	2	2
In industrial work.....	0	1	1
Other Causes.			
Recovered sight in one eye.....	1	0	1
Domestic requirements.....	2	2	4
To learn a trade.....	0	1	1
Poor health.....	0	2	2
Married during vacation.....	0	1	1
Removed from Ontario.....	0	2	2
To study music elsewhere.....	0	2	2
Temporary detention.....	2	5	7
	9	18	27

Of those classified as temporarily detained, three (females) arrived on October 1st, and one new pupil (male) was enrolled on the same day, bringing the number in attendance up to 114.

The ages of the new pupils are as follows:

Males.	Females.
Twenty-five years..... 1	Twenty-one years..... 1
Fifteen years..... 1	Twenty years..... 2
Fourteen years..... 1	Nineteen years..... 1
Thirteen years..... 1	Fifteen years..... 1
Twelve years..... 3	Thirteen years..... 2
Ten years..... 1	Eleven years..... 1
Nine years..... 2	Ten years..... 2
Seven years..... 1	Eight years..... 1
Five years..... 1	Seven years..... 1
—	Six years..... 2
12	—
	14
	12
	26

The total registration in the official year, October 1st, 1905, to September 30th, 1906, was 147—71 males and 76 females—against 141 in the preceding official year.

PUPILS REGISTERED IN SESSION 1905-06.

Name.	Residence.	Name.	Residence.
Allison, Cameron.....	Vankleek Hill.	Amyotte, Malvina	Bonfield.
Boudreault, Joseph.....	Ottawa.	Baldwin, Vashiti.....	Niagara Falls.
Brimacombe, James.....	Victoria Harbor.	Barr, Janet.....	Ancaster.
Burgess, Lloyd.....	Princeton.	Branston, Ethel.....	Hamilton.
Carmite, Claude.....	Ameliasburg.	Bullock, Eva.....	Woodstock.
Chatelain, Jean.....	L'Orignal.	Capps, Bertha.....	Toronto.
Clark, James.....	Woodstock.	Catling, Nellie.....	Cockburn Island.
Clarke, Walter.....	Toronto.	Coll, Gertrude.....	Toronto.
Clemmett, Wilbert.....	Omamee.	Conybeare, Nettie.....	Innerkip.
Colby, Edward.....	Stratford.	Cuneo, Mary.....	Toronto.
Cook, Albert.....	Rosseau.	Curry, Catharine.....	Toronto.
Crew, William.....	Toronto.	Davidovitz, Esther.....	Hamilton.
Daniel, Ovila.....	Dover South.	Davison, Winifred.....	Griersville.
Duff, Charles.....	Banda.	Dean, Mabel.....	Stratford.
Elnor, Harold.....	Toronto.	Deschenes, Louise.....	Bonfield.
Fall, Albert.....	Toronto.	Elliott, Isabel.....	Elkhorn, Man.
Fenton, Mills.....	Allenford.	Ferguson, Enie.....	Toronto.
Ferguson, John.....	Ophir.	Foster, Olive.....	Hamilton.
Frayne, Orville.....	Forest.	Fox, Irene.....	Walkerville.
Goldie, Roy.....	Sarnia.	Hall, Anna.....	Amherstburg.
Graham, David.....	Birnam.	Hepburn, Alice.....	Port Elgin.
Graham, Glen.....	Birnam.	Hepburn, Harriet.....	Port Elgin.
Hawken, Howard.....	Whitby.	Houser, Edna.....	Toronto.
Henderson, Richard.....	Ancaster.	James, Gertrude.....	Waterford.
Hughes, John.....	Sudbury.	Johnston, Charlotte.....	Guelph.
Jackson, Alfred.....	Brantford.	Johnston, Eva.....	Strathburn.
Johnson, Harold.....	Brockville.	Kaufman, Blanche.....	Ridgetown.
Kelland, Wilber.....	Kirkton.	Kay, Grace.....	Brantford.
Kennedy, Thomas.....	Guelph.	Kight, Grace.....	Kemptville.
Lavender, Charles.....	Dundas.	Lawrie, Caroline.....	Oakdale.
L'Heureux, Charles.....	Windsor.	Leonard, Lily.....	Toronto.
Lott, Albert.....	Brussels.	Liggett, Margaret.....	Indian Head, Sask.
Marcotte, Cleophose.....	Mattawa.	Liggett, Sarah.....	Indian Head, Sask.
McBride, Charles.....	Toronto.	Macdonald, Mary.....	Hamilton.
McDonald, John.....	Alexandria.	Marsh, Mary.....	Holland Landing.
McDonald, Norman.....	Wingham.	McCannan, Beatrice.....	Kenora.
McKinnon, Neil.....	Hamilton.	McLeod, Lily.....	Webbwood.
Mealing, Oliver.....	Brantford.	McNutt, Ella.....	Warsaw.
Nicolson, John.....	Dunn's Valley.	McPhater, Jessie.....	Clyde.
Porte, Aquila.....	Aylmer.	McQuade, Ethel.....	Stratford.
Pride, Frank.....	Monkton.	McRae, Mary.....	Toronto.
Purser, John.....	Cobourg.	Miles, Mildred.....	Toronto.
Rahmel, Harry.....	Berlin.	O'Brien, Elizabeth.....	Toronto.
Raymond, Walter.....	Davisville.	O'Reilly, Edith.....	Ottawa.
Ritzer, Michael.....	Windsor.	Patterson, Alma.....	Brantford.
Sager, Floyd.....	Peterborough.	Ponting, Hester.....	Courtland.
Saunders, Bruce.....	Brantford.	Prosser, Angelina.....	Toronto.
Shillington, Lloyd.....	Blenheim.	Rennie, Lulu.....	Toronto.
Simpson, Edward.....	Toronto.	Rooke, Emma.....	Dereham Centre
Skinkle, George.....	Warkworth.	Sage, Edna.....	Fanshawe.
Stokes, George.....	Terra Cotta.	Spicknell, Letitia.....	London Junction.
Thomas, Leslie.....	Branchton.	Sprengel, Marie.....	Harrow.
Thompson, William.....	Ottawa.	Squair, Ethel.....	Williamstown.
Thompson, Wm. G.....	Toronto.	Stevens, Ethel.....	Peterborough.
Treener, Herbert.....	Kingston.	Stickley, Alice.....	Toronto.
Valiant, Horace.....	Toronto.	Swetman, Mand.....	Tillsonburg.
Watson, Aitken.....	Barford.	Thompson, Gladys.....	Toronto.
White, Harry.....	Toronto.	Thompson, Teresa.....	Hamilton.
Wisner, William.....	Schomberg.	Thomson, Anna V.....	Ottawa.
Woolley, Roy.....	Springfield.	Wileox, Catharine.....	Toronto.
Yarocki, Harry.....	Garland, Man.	Wolsey, Est.....	Toronto.
		Wooldridge, Eleanor.....	Palmerston.

NEW PUPILS AT OPENING OF SESSION, 1906-07.

Name.	Residence.	Name.	Residence.
John Cartwright.....	Toronto.	Gladys Bickerton.....	Navan.
William Crew (re-admitted)	Toronto.	Margueret Doherty.....	Peterborough.
John Cundy.....	Arcola, Sask.	Margaret Donaldson.....	(re-admitted).....Lanark.
Byron Derbyshire.....	Athens.	Eva Duciaume.....	Rockland.
Ludger Gagne.....	Bonfield.	Doris Hawley.....	Winnipeg, Man.
Gustav Golz.....	Beausejour, Man.	Gertrude Heinrich.....	Berlin.
Walter Harvey.....	Toronto.	Helen McPherson.....	Arkona.
Thomas Higgins.....	Toronto.	Eva Muntz.....	Vegreville, Alberta
Leslie Ross.....	French, Sask.	Pearl Nevin (re-admitted)...	Trent Bridge.
Leonard Sherman.....	Fernie, B.C.	Ruby Reamsbottom.....	Haileybury.
Francis Vance.....	Toronto.	Kathryn Sells.....	Mitchell.
Lionel West.....	Galt.	Laura Smith (re-admitted)...	Dorchester.
Clifford Patterson (Oct. 1st)	Dundas.	Muriel Stephenson.....	Collingwood.
		Ethel Stevens (re-admitted)...	Peterborough.

PUBLICITY.

Early in the summer vacation I sent the following letter to five hundred Ontario newspapers, and I have to thank a very large proportion of the editors of those papers for inserting it, thus helping me materially in the difficult task of locating the blind children of the Province:—

THE SCHOOL FOR THE BLIND AT BRANTFORD.

To the Editor of *The*

DEAR SIR,—I ask your assistance to enable me to get into communication with the parents or guardians of all the blind children in Ontario, under the age of twenty-one years. The Institution for the Education and Instruction of the Blind, maintained by the Ontario Legislature, admits as pupils "all blind youths, of both sexes, between the ages of seven and twenty-one, not being deficient in intellect, and free from disease or physical infirmity, being residents of the Province of Ontario." It is not necessary that the applicant shall be totally blind; the test is inability to "read ordinary type and attend a school for the seeing without serious injury to the sight." The initial difficulty is to locate the children who are eligible for admission, and it will be helpful in the future if your readers will send me the names and addresses of blind children under seven, as well as of those between seven and twenty-one.

Should you favor me by the publication of this letter, I would ask your readers not to depend upon the parents of the children with defective sight to attend to this matter. If all could witness the gain in health, happiness, knowledge and self-reliance that comes to those who, deprived by their affliction of access to the public schools, take advantage of the educational facilities afforded by this institution, none would grudge the time and trouble required to widen the scope of the school's influence. Send me the names and addresses, and I will by correspondence or visitation do the rest.

H. F. GARDINER,
Principal O. I. B.

BRANTFORD, July 20th, 1906.

Now that the Annual Report of this Institution is appended to the Annual Report of the Minister of Education, the work done here will become better known to the hundreds of teachers of the High Schools and Public Schools who receive the Minister's Report, and children whose sight is so defective as to place them at a serious disadvantage in the ordinary school will be advised by the teachers to apply for admission to this Institution. Teachers are invited to visit the Institution when convenient and to write whenever they desire any information concerning the Institution and its work.

WRITING.

The typewriter is still used by some of the pupils for their correspondence, but they are strongly advised to cultivate pencil writing with the grooved card as the system which will be of most practical use to them after leaving school. For their school work (taking notes, writing music, etc.) and for correspondence with one another, the blind make great use of the point print, which they can both read and write, and in which many of the newest books are printed. The letters are easily learned, and the dots are better adapted for finger reading than embossed letters are.

NEW YORK POINT ALPHABET.

Capitals:—A B C D E F G H I
J K L M N O P Q R S T
U V W X Y Z

a b c d e f g h i j k l m n o
p q r s t u v w x y z Number sign

Numerals 1 2 3 4 5 6 7 8 9 0 Word and part word signs the
and of that ing ch ou sh th wh ph gh

Punctuation Marks:—Comma Semi-colon Colon Interrogation Dash
Period Exclamation Parenthesis Quotation Apostrophe Hyphen

DOMESTIC SCIENCE.

During the winter months a class in Domestic Science is taught by Miss Lee, but the necessities of space limit the number in this class to six. Miss Lee reports:—

MR. H. F. GARDINER, *Principal O.I.B.*:

SIR,—During the past year much interest has been taken by the pupils of the Domestic Science class. Though they are younger on the whole than in former years, very fine work was accomplished, when one considers that the three youngest (two of them quite blind) had for the first time swept a floor, peeled a potato, or done any scrubbing, to say nothing of the numerous other important things connected with housekeeping.

One can naturally understand how a blind child is set aside in the home regarding the work of the house. It is the exception, and not the rule, when a blind girl is given an opportunity to help in any kind of housework in the home. They are usually made to feel that they are more of a hindrance than a help, when, if parents would stop to think that, in allowing their child to help, if it is ever so little each day, even though it does retard the work some, it would be such a benefit, for it is by constant practice that one acquires any knowledge worth having.

The class in Domestic Science here helps a young girl to feel that she is not altogether useless, and it would be such a help to the teacher if the children were taught at home how, at least, to hold a broom. Let them sweep the sidewalk or the back yard, if it is thought they would be in the way in the house. Then give them the steps or porch to scrub, if nothing else, for the exercise alone is very beneficial to a blind child.

The very youngest children are taught here to make their beds and keep their rooms neat and orderly, so that when the girls enter the Domestic Science class they do not find it so hard to learn to keep the kitchen in perfect order. They learn the proper method of dish-washing, how to take care of a sink, how to keep a stove clean, and to have a place for everything and everything in its place, that is, the kitchen must be as clean and orderly when a class leaves it as when it was entered.

During the year the pupils were given lessons in the theory of food economy, nutrition, etc., showing which are the most healthful and, therefore, the cheapest foods to use; also, on the quantity of food required according to climate, seasons, clothing, age, sex, etc.

They were also given lessons in the theory of cookery, showing the different methods used and the reason for each, such as how to put the ingredients for a cake together properly, how to weigh and measure, how to stir, beat and cut, fold or lift.

In their theory they were also given time-tables in cooking, such as the length of time it should take to boil vegetables, coffee, meats, fish, etc. In the broiling of meats, etc., and the baking of bread, cakes, pastry, puddings, meats and fowls, they were similarly instructed.

Afterwards they were given an opportunity to put their theory into practice, when they were taught how to make dishes for the different meals in a day, besides learning how to economize by turning the left-overs of meals into a tasty dish.

Among the things they cooked this year were foaming omelets, poached eggs on toast, vegetables, soups, pastry, puddings, biscuits, cookies, cakes, scalloped dishes and croquettes.

On theory days the recipes for these different dishes, as well as numerous other recipes are taken down in point print, to be stored up for future use.

In this way the pupils have an opportunity of accumulating enough valuable information to make a good-sized cook-book.

I have the honor to be, Sir,

Your obedient servant,

E. LEE.

I may add that the "cooking class" is popular among the girls, and I have had to refuse applications for admission to it every year. During the vacations I receive letters from the pupils' parents expressing their satisfaction with the results of their daughters' training in Domestic Science. It is a great point gained to have the girls find out how many things they can do when they try.



Hester Ponting, A.T.C.M.,
Graduated at O.I.B., 1906.



Mary Macdonald, A.T.C.M.,
Graduated at O.I.B., 1906.

MUSICAL INSTRUCTION.

Sixty-two pupils were instructed in music during the session, most of whom were examined by Mr. Fairclough, as described in his report. The demand for music lessons always exceeds the appliances for supply. To engage another teacher, or to purchase more pianos, is a comparatively simple matter, but each piano requires a separate room, and when more than a score of rooms are devoted to teaching and practice, there is crowding in other departments, especially on the girls' side of the building, which is smaller than the boys' side.

In the extracts from the Reports of Commissions, Conferences and Conventions on the Blind, which will be found on other pages, are some interesting remarks on the propriety of teaching the blind music. One has to consider the pleasure given to the player, the pleasure given to others by the player, and the usefulness of musical instruction as a means of earning a livelihood. Under the latter head come the divisions of entertaining, teaching, composing and church-organ work. Mr. Fairclough in his report recommends more attention to solo singing, and there are several voices in the choral class which are worth cultivation on the lines he indicates. With the general work of the musical department the examiner expresses satisfaction, and the records of O. I. B. pupils at the Toronto College of Music examinations speak for themselves. Two young ladies, Misses Mary Macdonald and Hester Ponting, received the degree of Associate Toronto College of Music this year, their diplomas being presented at the closing concert in June, a report of which will be found under the head of Entertainments. Miss Macdonald has been appointed organist of a new Catholic Church in Hamilton, and her teachers and friends in the Institution have every confidence that she will succeed in that capacity. The *Toronto Globe*, of May 24th, 1906, contained the following reference to a performance in that city by Misses Ponting and Macdonald:—

"A very interesting graduation recital was given at the Toronto College of Music Tuesday evening by Misses Hester Ponting and Mary Macdonald of the Ontario Institution for the Blind, Brantford, assisted by Miss Eveline Ashworth, soprano, and Miss Olive Scholey, contralto, pupils of Dr. Torrington. The talent displayed by the young ladies in their piano selections was of a very high order, and they showed not only brilliance of technique, but a splendid intellectual grasp of the numbers performed. An array of pieces, including Beethoven's *Appassionata Sonata*, two of Schumann's '*Fantasic Stücke*', Leschetizky's '*Mazurka*,' Bach's '*Prelude and Fugue in B Flat*,' Chopin's '*Ballade in A Flat*,' and Batiste's '*Offertoire in D Minor*' for the organ, served to exhibit a broad musical training and versatility of style. Miss Ashworth and Miss Scholey are two vocalists who should have a brilliant future, both possessing breadth of tone and facility of vocalization. Dr. Torrington, in a brief speech, complimented Mr. Ernest A. Humphries, musical director of the Institution for the Blind, upon the accomplishments of his pupils, and spoke in glowing terms of the Institution's noble work."

The following is a list of successful O. I. B. pupils in the Toronto College of Music examinations, May and June, 1906:—

Associate Toronto College of Music (A.T.C.M.):

Hester Ponting.

Mary Macdonald.

Third Year Piano:

Mary Macdonald (honors).

Second Year Piano:

Alice Stickley (first-class honors).
Thomas Kennedy (honors).
Grace Kay.
Gertrude Coll.

First Year Piano:

Eleanor Wooldridge (first-class honors).
Edward Simpson (first-class honors).
Horace Valiant (first-class honors).
Beatrice McCannan (first-class honors).
Margaret Liggett (honors).
Charles Lavender (honors).
Enie Ferguson (honors).

Second Year Counterpoint:

Grace Kay (first-class honors).
Mary Macdonald (first-class honors).
Grace Kight (first-class honors).
Herbert Trencer (first-class honors).

Second Year Written Harmony:

Grace Kay (first-class honors).
Grace Kight (honors).
Mary Macdonald.
Herbert Trencer.

First Year Written Harmony:

Victoria Thomson (first-class honors).
Alice Stickley (first-class honors).
Thomas Kennedy (first-class honors).
Gertrude Coll (first-class honors).
Eva Bullock.

Second Year Practical Harmony:

Grace Kight (first-class honors).
Mary Macdonald (first-class honors).
Herbert Trencer (first-class honors).
Grace Kay.

First Year Practical Harmony:

Alice Stickley (first-class honors).
Victoria Thomson (first-class honors).
Thomas Kennedy (honors).
Eva Bullock.
Gertrude Coll.

Second Year History of Music:

Mary Macdonald (first-class honors).
Grace Kay (first-class honors).
Grace Kight (first-class honors).
Herbert Trencer.

First Year History of Music:

Victoria Thomson (first-class honors).
Alice Stickley (first-class honors).
Gertrude Coll (first-class honors).
Eva Bullock (honors).
Thomas Kennedy.

ENTERTAINMENTS.

The entertainments during the session, for and by the pupils, were of a varied character. The city papers reported that "the pupils of the Institution for the Blind had an enjoyable time on the evening of October 31st (Hallowe'en), many of them taking part in an impromptu concert programme and the rest constituting the audience. The chair was occupied by Mr. P. Roney, one of the literary teachers, who performed the functions of his office with efficiency, while the performers, little and big, earned and received hearty applause. Among the specialties was a French song by Jean Chatelain, of L'Original, and a Musical Romance by Herbert Trencer and Charles Duff, the former of whom read a series of questions from a point-print sheet, which the latter answered on the piano, to the intense delight of the audience. The chorus by the Kindergarten class, and little Teresa Thompson's solos were received with much favor. At an intermission in the programme, candy and raisins were passed around by the matron and assistants."

On the afternoon of December 16th, the junior girls gave a concert in the Vocal Room, with Isabel Elliott in the chair, and they got through the following programme very nicely:—

1. Chorus—"Welcome."
2. Chairman's Address—Subject, "Christmas."
3. Recitation—Mildred Miles—"Bruce and the Spider."
4. Quintette—Blanche Kaufman, Vashti Baldwin, Marie Sprengel, Mary Cuneo, Ethel Squair—"Over Fields and Meadows."
5. Dialogue—Mildred Miles, Ethel Squair, Mary Marsh, Ethel Stevens—"Three Sisters and Santa Claus."
6. Recitation—Ethel Squair—"The Disobedient Mouse."
7. Song—Emma Rooke—"Two Little Boys."
8. Dialogue—Nine Girls—"Christmas Spirits."
9. Piano Solo—Beatrice McCannan.
10. Chorus—"The Dolls."
11. Recitation—Mary Cuneo—"The Six Turkeys."
12. Song—Isabel Elliott—"The Old House by the Linden."
13. Piano Solo—Beatrice McCannan.

CHRISTMAS CONCERT.

The Christmas Concert was held on the evening of December 21st, the newspaper reporting that "in spite of the inclement weather, the Music Hall at the Institution for the Blind was well filled, and as usual the entertainment provided was good and was highly appreciated. Promptly at eight o'clock Principal Gardiner called the audience to order, remarking that he accepted it as a compliment to himself, the teachers and the pupils that so many ladies and gentlemen had left their comfortable homes and braved the storm to attend the concert. The session so far had been a happy one, much good and useful work having been done, notwithstanding the handicap of illness among the teachers, which necessitated harder work on the part of those whose health had not been affected. He felt like complimenting the pupils on their industry and good conduct, and he would be abundantly satisfied if the same standard were maintained during the remainder of the session. . . .

"The programme consisted of organ and piano solos, two overtures and part songs by the Choral Class of some forty voices, interspersed with recitations. The opening number was the *Batiste Offertoire in D. Minor* played on the organ by Miss Mary Macdonald, who showed that she had

splendid command of the instrument, and gave a very pleasing rendering of the difficult selection. The recitations were five in number and it was remarked that the Institution pupils were never heard to better advantage, clearness of enunciation being combined with an absence of over-natural expression and inflection, and each reciter was apparently appreciated by every listener. The little tots captured all hearts and gave a delightful account of themselves, little Miss Blanche Kaufman in 'Her Friend,' and Gladys Thompson with 'In Santa Claus' Land.' Miss Esta Wolsey had been assigned a difficult task, as her number, 'How the La Rue Stakes Were Lost,' required considerable elocutionary power. She succeeded admirably, however, and gave evidence of no small talent. Mr. Joseph Boudreault recited Drummond's 'The Habitant,' with an accent which comes to him from his own mother tongue, and he was certainly the right man in the right place. In Kipling's 'Ballad of East and West,' Mr. Thomas Kennedy told a thrilling soldier-adventure of the India frontier and gave it with splendid power and expression. The piano solosists showed that their training had been done with careful attention to technical detail and beauty of conception. Master Charles Duff is a rather small boy to show so much skill as a pianist, but his rendering of Chopin's 'Valse Op. 64, No. 2' and Sinding's 'Marche Grotesque' was quite charming and apparently well-nigh flawless. Miss Hester Ponting played the 'Witches' Dance,' by McDowell, in quite virtuosic fashion, and overcame the great technical difficulties with apparent ease.

"The choral class did not disappoint those who always look forward to their numbers, and sang three part songs with their well-known attention to shading and attack; special mention might be made of the good work done by the tenors and basses. The songs were 'The Crusader,' by Pinsuti; 'The Elfhorns,' by Bullard, and 'Queen of the Night,' by Gounod.

"Of the two overtures, the first, 'The Caliph of Bagdad,' by Boieldieu, was played on three pianos by Messrs. Herbert Treneer, Charles Duff, Thomas Kennedy, Albert Fall, George Skinkle and Cameron Allison, all of whom acquitted themselves splendidly. The second overture was that of Handel's 'Occasional Oratorio,' and was rendered on three pianos and the pipe organ, the players being Misses Victoria Thompson, Eva Bullock, Grace Kight, Eva Johnston, Alice Stickley and Louis Deschenes, with Miss Mary Macdonald at the organ. This number formed a splendid climax for a most pleasing programme and elicited great applause.

"It was explained that this concert was simply a Christmas 'entertainment,' and was not intended to be of the exacting character of the graduating exercises and closing, which come in the month of June. Last evening's programme was, however, of a most enjoyable nature from all standpoints, and was seemingly as great a delight to the performers as to the audience.

"The National Anthem was sung at a reasonably early hour, after which those participating enjoyed light refreshments in the dining room."

CHRISTMAS TREE.

For the pupils who could not go home for the holidays, on account of distance, a Christmas tree was prepared, laden with gifts and decorations, and the following programme was presented:--

1. Piano Solo—Louise Deschenes.
2. Recitation—Harriet Hepburn.
3. Song—Isabel Elliott.
4. Piano Solo—Irene Fox.
5. Recitation—Orville Frayne.

6. Song—Joseph Boudreault.
7. Piano Solo—Horace Valiant.
8. Recitation—Edna Houser.
9. Song and Chorus—Girls.
10. Recitation—Margaret Liggett.
11. Duet—Roy Goldie and Wilbert Clemmett.
12. Speech—John McDonald.
13. Song—Jean Chatelain.
14. Piano Solo—Leslie Thomas.
15. Month Organ Solo—Horace Valiant.
16. Recitation—Irene Fox.

The distribution of the presents on the tree followed.

AT ST. JUDE'S.

On the evening of February 12th, twenty pupils of the Institution, accompanied by the Principal, paid a visit to the Anglican Young People's Association of St. Jude's Church and gave a concert in the schoolroom, Mr. Gardiner presiding. The programme was:—

1. Chopin—Waltz, Op. 64, No. 2. Piano solo. CHARLES DUFF.
2. Trotter—"The Deathless Army." Vocal solo. THOMAS KENNEDY.
3. Deshayes—"King of the Carnival"; Bohm—"La Grace" Waltz. Piano duet. ALICE STICKLEY and VICTORIA THOMSON.
4. Harverg—"The Ministry of Song." Recitation. GRACE KAY.
5. Chopin—"Polonaise." Op. 26, No. 1. Piano solo. HERBERT TRENEER.
6. Dr. Drummond—"The Habitant." Recitation. JOSEPH BOUDREAU.
7. Delahaye—Minuet "Columbine." Piano Solo. LOUISE DESCHENES.
8. Tozer—"By the River." Vocal duet. GRACE KIGHT and LETITIA SPICKNELL.
9. Engelmann—"Parade Review, Marche Militaire." Piano duet. CAMERON ALLISON and ALBERT FALL.
10. Brahms—"The Death of Nelson." Vocal solo. JOHN NICOLSON.
11. Mendelssohn—"Spinning Song." Piano solo. MARY MACDONALD.
12. "Mr. Sandscript's Slide Down Hill." Recitation. GRACE KIGHT.
13. Chorus—Hunting Song—Girls.
14. Bela—Lustspiel Overture. Piano duet. C. DUFF and H. TRENEER.

At the conclusion refreshments were served to the guests by the members of the Society, and a return visit was promised.

AT GRACE CHURCH.

On Feb. 26th a similar visit was made to the Grace Church Society, the programme being as follows, with Mr. Wickens in the chair:—

1. Chopin—Nocturne. Piano solo. GERTRUDE COLL.
2. "The Wrong Woman." Recitation. EDNA SADE.
3. Stephen Adams—"The Veteran." Vocal solo. JOS. BOUDREAU.
4. Engelmann—"Marche Militaire." Piano duet. CAMERON ALLISON and ALBERT FALL.
5. Tennyson—"The Revenge." Recitation. CHARLES LAVENDER.
6. De Koven—"Winter Lullaby." Vocal solo. HESTER PONTING.
7. Donizetti—"Lucrezia Borgia." Piano duet. LOUISE DESCHENES and GRACE KIGHT.
8. "The Relief of Lucknow." Recitation. THOMAS KENNEDY.
9. Fairclimb—"April Day." Chorus. Girls.
10. Verin—"Venetian Love Song." Op. 20, No. 1; Sinding—"Marche Grotesque." CHARLES DUFF.
11. "The Country Cousins." Dialogue. GRACE KIGHT, HESTER PONTING, LOUISE DESCHENES and MARY SWETMAN.
12. Vanderwater—"The Prodigal." Vocal solo. JOHN NICOLSON.
13. "Children's Dream." Vocal duet. GRACE KIGHT and HESTER PONTING.
14. Nieldinger—"That Little Peach." Quartette. T. KENNEDY, J. NICOLSON, J. BOUDREAU and C. LAVENDER.
15. Bela—Lustspiel Overture. Piano duet. CHARLES DUFF and HERBERT TRENEER.

A vote of thanks to the performers was moved by Rev. Dr. Mackenzie, after which refreshments were served.

A GYMNASTIC EXHIBITION.

The Brantford *Courier* of March 19th said: The boys at the Institution for the Blind are getting their muscle up. The other day seven of them, accompanied by Mr. Ramsay, the supervisor, walked from the Institution to the second bridge in Paris and back; time, 3 hours, 10 minutes. The distance must be over twelve miles, so the record is not bad for beginners. On Saturday forenoon between 30 and 40 of the public school boys, belonging to the Young Men's Christian Association, paid a visit to the O. I. B., and, under the direction of Mr. Frederick I. Grobb, gave an exhibition in the gymnasium. The visitors were very proficient in free gymnastics and mat work, while the Institution boys did better at apparatus work, going through their exercises on the horse, the parallels, the horizontal bar and the ladder. This was the first of a series of visits planned for the purpose of showing the members of each class what the others can do, with the moral of "Go thou and do likewise" in view. The seniors of the Y.M.C.A. are expected at the Institution soon. The blind boys gave three hearty cheers for their visitors. Mr. Grobb and Mr. Ramsay have both good reason to be proud of their pupils.

The Institution boys paid a return visit to the Y.M.C.A. on March 22nd.

CANADA CLUB DEBATE.

The Brantford *Expositor* of March 30th said: The members of the Canada Club had a very pleasant outing last evening, when, on the invitation of Principal Gardiner, they held their regular debate in the assembly hall of the O.I.B. About twenty-five members of the club turned out and all the teachers and pupils of the Institution were present to listen to the debate. The subject was: "Resolved, that the franchise should be extended to women." The chair was taken by Mr. T. Durkee, who introduced the speakers in his usual happy manner. The affirmative was upheld by Messrs. T. McPhail, H. K. Jordan, J. R. Varey and Mangles, the negative being supported by Messrs. G. Pickles, F. Britton, A. Tomlinson and S. P. Davies. Some strong arguments were brought forth on both sides, the points being well defined and forcibly driven home. The judges, Miss Lee and Messrs. Ramsay and Boudreault, awarded the decision to the negative. A couple of organ selections were given by Mr. H. K. Jordan, and Mr. Gardiner then thanked the Club for the entertainment on behalf of himself and the pupils of the Institution. Refreshments were afterwards served for the members of the Club and a very enjoyable evening was brought to a close by singing "God Save the King."

SINGERS FROM THE CITY.

The newspapers of April 24th reported that about thirty members of the Young People's Association of St. Jude's Church visited the Institution for the Blind last evening, to entertain the pupils with a concert. Rev. Mr. Wright, rector of the church, presided, and he kept the little folks on the front seats up to concert pitch by the occasional interpolation of an appropriate story. The programme was made up of vocal selections exclusively, a peculiarity which did not detract from its acceptability. Miss May Wright's solo, "When the Heart is Young," and her duet with Mr. Adams, "Come With Me," were suited to her fine voice, and Miss Carrie Williams won every heart with her rendering of "Dearie." She also sang "The Three

Wishes." Mr. Seace sang "The Mighty Deep" and "The Bandalero," Mr. Darby "The Holy City," and Mr. Adams "If I Were a Knight." Mr. Holrod sang "The Bedouin Love Song" and "Heroes and Gentleman," the latter being encored. A vote of thanks to the visitors was moved and seconded by two pupils, Thomas Kennedy and Joseph Boudreault, and was presented by the Principal, who suggested an adjournment to the Teachers' Parlor, where coffee and cake were served and a social half-hour was pleasantly spent. Such visits by the people of the city are highly appreciated by all connected with the Institution.

BRANT AVENUE CHURCH CHOIR.

On May 18th there was another concert in the Music Hall, which was thus reported: Forty members of the choir of Brant Avenue Church, under the direction of Mr. Henri K. Jordan, contributed to the entertainment of the pupils of the Institution for the Blind last evening, and never were singers favored with a more appreciative audience. Among the soloists were Mr. R. Overend in "O Lord Correct Me," Miss B. Schmidlin in "The Swallows," Miss L. Elliott in "The Carnival," and Mr. R. W. Crooks in "Heroes and Gentlemen" and "If All the Young Maidens," all encored, and the choir rendered "Holy Art Thou," "Night" and "Hear, O Lord, When I Cry," with piano accompaniment, and "A Slumber Song" and "Hark, Hark, My Soul," unaccompanied. The men of the choir sang "My Love is Like a Red, Red Rose," and Miss Leone Park recited very acceptably. A social half-hour was spent by the visitors after the concert in the Teachers' Parlor.

JUNE CLOSING CONCERT.

The closing concert was held on June 18th. It was reported as follows: Standing room was at a premium in the Music Hall of the Institution for the Blind last night, the attraction being the closing concert in connection with the end of the session. Soon after seven o'clock the people began to assemble, and when the doors were opened at eight there were more waiting than could possibly be accommodated. In spite of the discomfort, the hall remained crowded to the end, and all seemed to be pleased with the entertainment provided.

Principal Gardiner, in welcoming the audience, apologized for the absence of Mr. Colquhoun, Deputy Minister of Education, and of Mayor Waterous, who had been invited. He briefly outlined the work of the session, during which the total registration of pupils was 123. At the opening in September, 107 entered, and 16 more came in during the session. For various causes 12 left before the end of the session, leaving 111 in attendance. The main endeavors of the teachers were directed to giving all the pupils a good English education. But something was done in the way of accomplishments and in the industrial line. There were 62 pupils in music, 19 in piano tuning, 6 in domestic science, 20 in sewing, 41 in knitting and crocheting, 21 in cane chair seating, 5 in hammock netting, 51 in bead work and 17 in Latin. Mr. Gardiner said he liked to have the people of Brantford take a sort of proprietary interest in the Institution, but it was common to expect too much from the blind. Wonders were accomplished, but there were limitations. Let the men before him think how hard they had to work to support their families, and pay their debts, and how little they had left at the end of the year; then let them empty their pockets and shut their eyes and see how much they could earn, even with the advantages of knowledge, experience and acquired skill. That was the way to look at



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the ease of the blind, and from that point of view he felt well pleased with accomplished results and with prospects for the future. He was glad to say that the health of the pupils had been good and their conduct exemplary. The conduct of the programme was handed over to Mr. Humphries.

The programme, which was carried out without loss of time, and with the greatest credit to all the performers, was undoubtedly one of the most enjoyable ever presented at an Institution concert. Former standards were well upheld, and in some particulars considerably exceeded; and, although comparisons are not always in order, it was a matter of general remark among those who observe the progress of the pupils from year to year, that the graduates in piano, Miss Ponting and Miss Macdonald, reached the highest point of excellence yet attained. The fact that this session two young ladies obtained the degree of Associate of the Toronto College of Music (A.T.C.M.) marks the breaking of all records in the musical history of the O. J. B., and must be a matter of sincere gratification to the Musical Director, Mr. Humphries, and his able assistants in that department. In addition to the graduates, 21 certificates of the Toronto College of Music were obtained by other pupils.

The programme was as follows:—

Organ—"Triumphal March".....	<i>Faulkes.</i>
	LOUISE DESCHENES.
Part Song—"Water Lilies".....	<i>Coven.</i>
	CHORAL CLASS.
Recitation—"The Little Word that was Lost".....	<i>Wide Awake.</i>
	JOHN MACDONALD.
Two Pianos—"Valse in A Flat".....	<i>Moskowski.</i>
	THOMAS KENNEDY AND CAMERON ALLISON.
	HERBERT TRENEER AND ALBERT FALL.
Song—"The Leprechaun".....	<i>May Gillington.</i>
	NINE KINDERGARTEN CHILDREN.
Recitation—"The Cry of the Children".....	<i>Mrs. E. B. Browning.</i>
	ISABEL ELLIOTT.
Part Song—"There Sits a Bird on Yonder Tree".....	<i>Walthew (Words by Ingoldsby).</i>
	CHORAL CLASS.
Piano—"Concerto in G Minor," with Orchestral Accompaniment.....	<i>Mendelssohn.</i>
	MARY MACDONALD.
Recitation—"The Baby Actor".....	<i>St. Nicholas.</i>
	EDNA SAGE.
Seven Part Anthem—"A Solemn Prayer," from "The Holy Innocents".....	<i>Herbert Brewer.</i>
	CHORAL CLASS.
Two Pianos—"Humoresque".....	<i>Watson.</i>
	ESTA WOLSEY AND MARGARET LIGGETT.
	GEORGE SKINKLE AND CHARLES LAVENDER.
Recitation—"The Homesick Boy".....	<i>Anonymous.</i>
	HARRY WHITE.
Part Song—"The Boy and the Bee".....	<i>Caldicott.</i>
	CHORAL CLASS.
Piano—"Grande Polonaise Brillante," with Orchestral Accompaniment.....	<i>Chopin.</i>
	HESTER PONTING.
Recitation—"Domestic Economy".....	<i>Anonymous.</i>
	EMMA ROOKE.
Part Song—"Soldiers' Song," from Shakespeare's "Othello".....	
	CHORAL CLASS.
Concerted—"Overture to 'Stradella'".....	<i>Flotow.</i>
	PIANOS—ALICE STICKLEY AND VICTORIA THOMSON.
	GRACE KAY AND GERTRUDE COLL.
	GRACE KIGHT AND EVA BULLOCK.
Organ—CHARLES DUFF.	
Presentation of Diplomas and Certificates.	

God Save the King.

Although of such length, this list of interesting selections was carried through in an admirably sustained manner, which left small room for distinctions. The recitations were marked by that clearness of enunciation and flexibility of voice which always characterize the O. I. B. pupils. and little Master Harry White made such an impression with his "Home-sick Boy" that he had to be brought forward in reply to an enthusiastic recall.

The Choral Class well upheld its reputation for finished work, and sang five numbers with splendid attention to expression, clearness and sharpness of attack; the male section seemed to be more than usually strong and covered themselves with honors in the "Soldiers' Song" from Othello.

In the piano concertos the soloists were accompanied by the Darwen Orchestra and the pipe organ, Mr. Humphries conducting in the absence of Dr. Torrington, who usually performs that duty. Miss Mary Macdonald gave a splendid rendering of the Presto movement of Mendelssohn's G Minor Concerto, and Miss Hester Ponting accomplished a veritable "tour de force" in her playing of the long and extremely difficult "Grand Polonaise," by Chopin, without break or flaw of any kind and with charming attention to the requirements of expression.

At the close of the programme the diplomas and certificates were presented. Rev. Mr. Harvey and Mr. Passmore handed the diplomas to the graduates and congratulated them in neat speeches. The successful pupils were:—

A.T.C.M.—Hester Ponting, Mary Macdonald.

Third Year Piano—Mary Macdonald (honors).

Second Year Piano—Alice Stickley (first-class honors), Thomas Kennedy (honors), Grace Kay, Gertrude Coll.

First Year Piano—Eleanor Wooldridge, Edward Simpson, Horace Valiant, Beatrice McCannan (first-class honors), Margaret Liggett, Charles Lavender, Eric Ferguson (honors).

Second Year Theory—Mary Macdonald, Grace Kight, Grace Kay (first-class honors), Herbert Treneer (honors).

First Year Theory—Anna Victoria Thomson, Alice Stickley (first-class honors), Thomas Kennedy, Gertrude Coll (honors), Eva Bullock (pass).

ATHLETICS.

The past year has witnessed a great improvement in the physique of the male pupils, due to a great extent to the interest aroused in gymnasium work and outdoor sports by the enthusiasm and labor of Supervisor Ramsay. On October 21st (Trafalgar Day) the programme of sports included the following:—

Junior Events.

25-yard race, under 10 years—William G. Thompson, Neil McKinnon, Wilbert Clemmett.

50 yards run—Norman McDonald, David Graham, Jean Chatelain.

Long jump—Floyd Sager, Orville Frayne, Charles McBride.

Kicking the football—Floyd Sager, Charles McBride, Norman McDonald.

Throwing baseball—Floyd Sager, Norman McDonald, Charles McBride.

Three-legged race—N. McDonald and O. Frayne, W. Clemmett and W. Thompson, F. Sager and C. McBride.

Wheelbarrow race—O. Frayne and N. McDonald, J. Chatelain and F. Sager, W. Thompson and W. Clemmett.

Standing high jump—C. McBride, D. Graham, N. McDonald.

Senior Events.

Standing high jump—George Stokes, Thomas Kennedy, Cameron Allison.

Pole vault—George Stokes, Albert Fall, Horace Valiant.

100 yards dash—T. Kennedy, A. Fall, Joseph Boudreault.

220 yards run—T. Kennedy, A. Fall.

Putting the shot—John Hughes, T. Kennedy, J. Boudreault.

Standing long jump—T. Kennedy, G. Stokes, A. Fall.

Standing hop, step, and jump—T. Kennedy, G. Stokes, J. Hughes.

Kicking football—G. Stokes, A. Fall, J. Hughes.

Half-mile walk (partners)—Hughes and Kennedy, Nicolson and Boudreault.

Throwing baseball—T. Kennedy, A. Fall, J. Boudreault.

Wheelbarrow race—Kennedy and Hughes, Fall and Skinkle.

Three-legged race—Fall and Skinkle, Kennedy and Hughes.

On February 17th there was a gymnasium contest with the "horse," the "Whites" (N. McDonald, O. Frayne, W. Thompson, A. Lott and C. McBride) defeating the "Reds" (O. Mealing, J. Chatelain, D. Graham, G. Graham, and W. Crew) by 450 points to 439 in these events:

Kneel and jump.

Kneel, stand and jump.

Kneel, stand and double straddle jump.

Roll over back and squat.

Roll over and stand.

Scissors.

Shears.

Straddle.

Centre straddle.

Open event.

On March 3rd there was a gymnasium contest in which seniors as well as juniors took part, a careful record being kept of points earned.

June 9th was the great field day, but the programme was so extensive that part of it had to be postponed until the succeeding Saturday. The local papers contained the following report of these games:

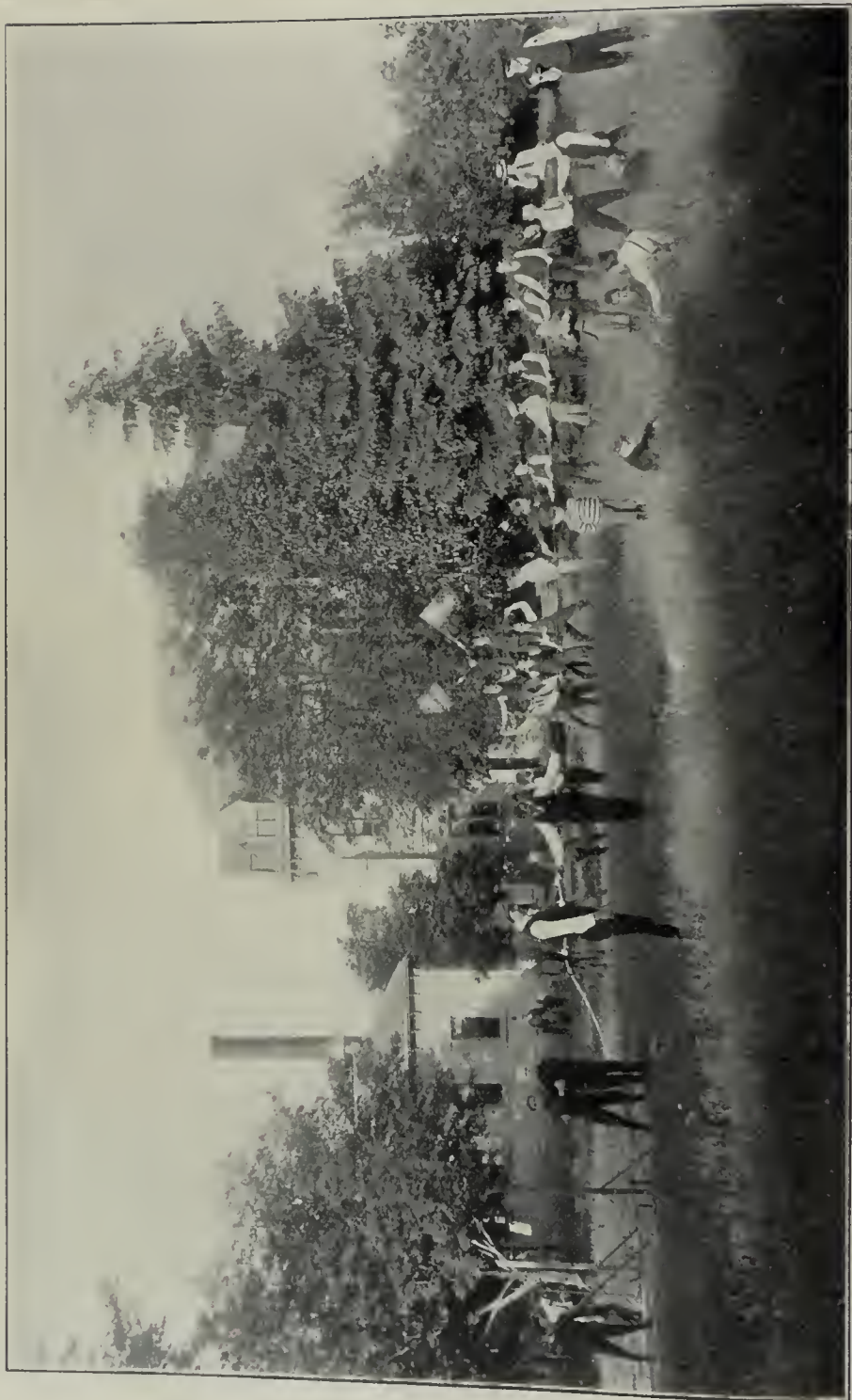
BLIND BOYS' SPORTS.

The pupils of the Ontario Institution for the Blind turned out in full force on Saturday afternoon to witness or participate in a programme of games and races for which some of them had been training for a considerable time.

The events really began on Friday night, when John Hughes (totally blind) won the three-mile road race in 21 minutes, being accompanied by Mr. George Ramsay, the supervisor of the boys, while the leading team in the junior one-mile race was composed of Orville Frayne (totally blind) and Jean Chatelain, who has some sight. They ran hand in hand.

The Saturday contests included a standing long jump, juniors—Norman McDonald, 6 feet 1½ inches; Geo. Stokes, seniors, 8 feet 6 inches.

Standing long jump with pole, seniors—Cameron Allison, 12 feet ½ inch.



Boys' Playground, O.I.B., 1906.

High jump, juniors—O. Frayne, 3 feet 1 inch.

Throwing four-pound discus—Thos. Kennedy, 82 feet 10 inches.

Race for 220 yards—T. Kennedy, 30 seconds.

Dash for 50 yards—O. Frayne, time 8 seconds.

The running track was smooth, but not straight, nor was it wide enough. Some of the racers had to start in the long grass, which occasioned someumbles. The blind racers had to follow the sound of a string of bells which were carried by Mr. Ramsay, who ran ahead of them, and it was wonderful how they all managed to locate the sound. In the animal races, wheelbarrow, and three-legged races, which were run on the cricket ground, the collisions were frequent, but no one was hurt. Mr. Roney and Mr. F. Grobb acted as timers and judges. The events for which there was no time on Saturday were the half-mile walk, high jumping, pole vaulting, football punts, baseball throwing, quoiting match, and tug of war. These were postponed till next Saturday. The leading contestants for the senior championship are Thomas Kennedy of Guelph, and Harold Elnor of Toronto; for the junior, Norman McDonald of Wingham, David Graham of Birnam, and Orville Frayne of Forest.

One of the contestants had a special paragraph for himself, under the heading, "Blind Boy's Feat":—

"At the O.I.B. sports held recently, a blind boy named George Stokes made a most remarkable stand jump. Despite the fact that he is totally unable to see, he cleared 8 feet 8 inches, without the use of hand weights or other assistance. George is a boy of 17 years, and pretty sturdily built."

Should this record of the work of Institution boys in the athletic field seem incredible, the following article by Percy Trenchard in "Physical Culture" for May, 1906, will help to explain how these things are done:—

"How impossible—that boys hopelessly blind can compete in field sports. This will be the first exclamation of those who read that there has actually been planned a great athletic meet of the blind athletes of the country. Should a doubt be expressed in the presence of the blind themselves, it is probable that some indignation would be expressed at the mere suggestion of anything wonderful in sightless persons running, jumping, or throwing the weights like their more fortunate fellows who can see. Not only can the blind perform almost all the feats of the modern athletes, but they have a strong objection to having such an almost incredible ability characterized as 'wonderful.'

"At the Institution for the Blind at Overbrook, near Philadelphia, the boys are straining every nerve to get in condition for the proposed series of national contests among sightless athletes, the first meet of its kind in the history of sport. The closer one views the seemingly impossible tasks that the blind boys have set themselves, the easier it is to understand how they are able to run like the wind, jump long distances, play football, and do almost anything in the athletic line that is apparently impossible without sight.

"The boy who was practising at putting the shot when the writer visited the institution was using a shot with a rope attached to it. When he had balanced himself and thrown the shot it would be impossible for anyone who did not know the fact to tell that the boy was blind. The confidence, the poise, and the cast were all as natural as though done by a boy with perfect sight. Only when the boy began to haul in the line could it be seen that he was afflicted with blindness. As he hauled in he measured the length of his

'put' by the line, and as he poised himself for a second attempt, it was evidently with the determination of causing a greater length of line to trail after the weight. Very simple, after all, for a boy to be a shot-putter, although unable to tell where the shot falls by eyesight.

"So with the sprinters. Two boys at a little distance from the shot-putter were practicing the sprint. Beside each boy was a taut wire and on the wire was a spool. Each boy grasped his spool and as the word was given to start, ran with the speed of a deer and with every bit as much confidence, the spool jingling along the taut wire and holding the boy to his course. As long as he held to the spool he knew that he had a clear field.

"The long jump, standing, presents little difficulty. The boy is placed at the mark and jumps as far as he can. His jump is measured, marked, and it is the turn of the next contestant. The high jump, standing, is more difficult, but with the wonderful sense of distance that the blind possess by touch, it is only necessary for one of the sightless athletes to be placed opposite the marks and allowed to feel the height of the bar and he is ready for the signal. It is asserted upon the authority of Edward E. Allen, well known as an instructor of the blind, that when a blind boy runs at full speed he is doing the most daring feat of which a blind person is capable. At this institution and at many others throughout the country where boys are training for the contemplated athletic meet of the blind, many sightless athletes can be seen daily in fine weather and in the indoor gymnasiums during dull days, practising both the run and jump with all the confidence and abandon of persons with perfect sight.

"As for doing stunts on the trapeze, the flying rings or the vaulting horse, any blind athlete would think the person joking who professed to think there was anything out of the ordinary in these. If you suggest to one of the instructors that it is still more wonderful how the boys find the apparatus without being led up to it, the instructor will probably agree that this is one of the really remarkable things about them. A person born blind has no sense of distance as revealed by sight. He merely goes by the count of footsteps. Let him once locate the flying rings or the trapeze in the gymnasium and he will thereafter go from one point to another so many steps, from that point to another so many more, and so in time will reach his objective without seeming to do anything but walk direct to it, as though really able to see where it stands on the floor or is suspended from the ceiling.

"Another apparent joke is to say that blind boys play football, and yet they actually do, and a game of football will probably be a feature of the coming meet. The ball is located by sound. As played by blind boys, the game is more of a kicking game than the ordinary college game. The players strain every nerve to hear the sound of the ball striking the ground. The boy who hears it first runs in the direction of the sound, grabs the ball and kicks it towards the opposing side's territory. There is no tackling. When the ball is kicked behind the opposing players' goal line, the side kicking it wins."

MASSAGE.

In last year's Report I gave an account of what had been attempted and accomplished in Europe and America in teaching the blind how to administer massage. Mr. Robert John Park, who was a pupil in this Institution from 1897 to 1901, has since taken a course at the Toronto Orthopedic Hos-

pital, and for the encouragement of others the following testimonial to his efficiency is reprinted:—

249 Park street, Peterborough,
4th July, 1906.

Permit me to call your attention to a matter which may interest you and which may be of much significance to an unfortunate class of the community. It is known by those who have directed their thought to the matter that blind persons, though in every way the equals of their sighted fellows, are, by reason of their blindness, placed at a great disadvantage in earning their living, and in their efforts to serve their fellow men. Mr. Robert J. Park, a young man totally blind, has recently taken a full course of training in order to qualify himself to give massage, and in this move he is the pioneer in Canada. His teachers at the Toronto Orthopedic Hospital state that his course has been a highly creditable one. His success in this work will mean much for the blind of Canada, thus opening up a new occupation for a class of persons greatly handicapped. On behalf of Mr. Park, and in the interests of a deserving class, I ask your favorable consideration of this matter in securing for him employment in his chosen work.

Having known Mr. Park intimately for many years, I am very glad to bear testimony to the excellence of his moral character. His life is above reproach.

Messages sent to the Toronto Orthopedic Hospital will reach him.

Sincerely yours,

ARTHUR W. BEALL.

EMPLOYMENT FOR THE BLIND.

In previous Reports I have endeavored to interest members of the Legislature, editors of newspapers and other readers in the difficult problem of enabling the blind to earn their living by their own labor. Those who have not looked deeply into the subject are apt to underestimate the difficulty. They have read of Helen Keller, or have perhaps met a blind man who was successful in some business or profession, and have drawn the natural inference that what was possible for one blind person could not be impossible for another. Yet the fact remains that blindness is a serious handicap, and the problem of self-support has been made more difficult by the adaptation of machinery to the production of many commodities formerly made by hand. Even in the few handicrafts still available, the competition of sighted labor reduces the wages of blind labor to a minimum upon which it would be hard to keep body and soul together. This is recognized in Great Britain and other countries, where the chief endeavor of philanthropists is to collect money to bridge the gap between the earnings of the blind and the cost of their subsistence, and to distribute it without pauperizing the recipients.

In various parts of the United States ladies' committees have been formed to ameliorate the condition of the blind. I received a letter of inquiry from the State of Washington, enclosing a newspaper clipping which stated that, "in accordance with a resolution adopted at a meeting of the State Confederation of Women's Clubs, held at Walla Walla, a committee had been appointed to investigate the condition of the blind in the State and report upon steps that might be taken to better their condition. How the condition of the blind may be improved and their burdens lightened is the problem to be considered by the committee. They will endeavor to arouse

public interest in the question to such an extent that something definite will be accomplished." I sent this answer to the chairman's letter:

"Brantford, 25th Jan., 1906. Mrs. J. B. Blalock, Apartment A, Metro-pole, Spokane, Wash., U.S.: Dear Madam,—The making of willow baskets was for some years a favorite industry here, but of late the profits have been so small, on account of the competition of factory products, that we are doing practically nothing in that line. The general report from ex-pupils is that it takes more time to sell the baskets than to make them, and as the blind man's work is generally defective, the trade will not provide a living. Of course, a man who has a home, either with his parents, or in a charitable institution, can earn his clothing and pocket money at basket-making, or hammock-making, or broom-making, especially if he has someone to look after the sales, but few men fully support themselves by handicraft. Some are doing well as piano tuners in factories—they do not generally succeed at custom work, on account of their inability to make repairs—but the best results are achieved by men who canvass or peddle. A man who loses his sight after he becomes adult is rarely able to become proficient as a tuner. The problem you are so nobly endeavoring to solve has puzzled educators of the blind for generations, and I fear that the solution is becoming more and more difficult, as competition among the seeing becomes keener and factory work is more specialized. Leading educators, like Mr. Wait, of New York, and Mr. Anagnos, of Boston, recommend the discontinuance of teaching handicrafts, and the substitution of higher education, as for the professions, but with many children that is simply impracticable, and in the case of a laboring man who loses his sight by accident or disease it sounds like a mockery. I send you a couple of reports of this Institution—the latest is in type, but not yet distributed—and will be glad to receive the results of your investigations. I am sorry that I cannot give you more information or more comfort, but if I knew just what you want to know, I would feel that my value had increased many fold."

Noticing that a meeting of the New York State Association for Promoting the Interests of the Blind was to be held at the Waldorf-Astoria Hotel, I wrote to Miss Winifred Holt, the Secretary, who sent me a kind letter enclosing newspaper reports of the meeting, from which I gathered that Mark Twain had made an amusing speech, and was followed by Mr. Joseph H. Choate, while letters were read from Grover Cleveland and Helen Keller. The latter wrote:—

"To know what the blind man needs, you who can see must imagine what it would be not to see, and you can imagine it more vividly if you remember that before your journey's end you may have to go the dark way yourself. Try to realize what blindness means to those whose joyous activity is stricken to inaction. It is to live long, long days, and life is made up of days. It is to live immured, baffled, impotent, all God's world shut out. It is to sit helpless, defrauded, while your spirit strains and tugs at its fetters, and your shoulders ache for the burden they are denied, the rightful burden of labor. The seeing man goes about his business confident and self-dependent. He does his share of the work of the world in mine, in quarry, in factory, in counting room, asking of others no boon save the opportunity to do a man's part and to receive the laborer's guerdon. In an instant, accident blinds him. The day is blotted out. Night envelopes all the visible world. The feet which once bore him to his task with firm and confident stride stumble and halt and fear the forward step. He is forced to a new habit of idleness, which, like a canker, consumes the mind and destroys its beautiful

faculties. Memory confronts him with his lighted past. Amid the tangible ruins of his life as it promised to be he gropes his pitiful way. You have met him on your busy thoroughfares with faltering feet and outstretched hands, patiently 'dredging' the universal dark, holding out for sale his petty wares, or his eap for your peunies, and this was a man with ambitions and capabilities. It is because we know these ambitions and capabilities can be fulfilled that we are working to improve the condition of the adult blind. You cannot bring back the light to the vacant eyes; but you can give a helping hand to the sightless along their dark pilgrimage. You can teach them new skill. For work they once did with the aid of their eyes you can substitute work that they can do with their hands. They ask only opportunity, and opportunity is a torch in darkness. They crave no charity, no pension, but the satisfaction that comes from lucrative toil, and this satisfaction is the right of every human being. At your meeting New York will speak its word for the blind, and when New York speaks the world listens."

At the time of this meeting the Association had been in existence five months, and it proposed to establish workshops for blind men and blind women; also classes for reading, writing, and trades for the adult blind, and visitors and home teachers for the adult blind. The officers asked for \$15,000 to begin with.

By sending Reports and marked papers to Ontario newspapers, I have managed to provoke some discussion of the employment problem, one writer suggesting that the Ontario Government should appoint a commission to make a thorough and impartial inquiry into the needs of the blind of Ontario. Such inquiries have been made in other countries, notably by the Royal Commission on the Condition of the Blind, whose Report was presented to both Houses of the British Parliament in 1889. From that Report I have extracted a mass of evidence, relating to matters of common interest to all countries in which there is necessity for provision for the blind. It will well repay perusal by all who have not yet been impressed with the difficulty of the employment problem, as well as by those who take an interest in the literary and musical education of the blind.

EVIDENCE TAKEN BEFORE THE BRITISH ROYAL COMMISSION.

George Martin Tait—The late Lord Shaftesbury often spoke of how in his early days the blind used to be shut up in cellars and places like that when it was thought that nothing could be done for them; that is now very much altered.

A considerable number of blind are to be found in the streets of London, begging. They fall back. Perhaps they started fairly well with some industrial work, or as musicians, but there is a very strong inducement to make a profit out of what they consider a piece of personal property, namely, the sympathy of the sighted for the blind man. It is a stock in trade to them, and very many are induced to make use of it.

They are the very poorest of the poor; blindness is very largely caused by vice and evil surroundings. Once you get the houses of the people improved, their condition improved, their education improved, and their surroundings improved, you will find that blindness will depart from our midst to a very great extent.

Rev. J. P. Faunthorpe—Music is generally thought to be that for which the blind has a more especial faculty, as it goes by touch. But to train blind boys or girls with a view to their getting their bread partly, or if you like

wholly, by teaching music, or by becoming professors of music, or even organists, is in its way a very great mistake, because you necessarily are keeping out more competent persons. I think all blind people should be taught music, as a civilizing element, but as a way of getting their bread, never.

Miss Lovell—A great many of the elder girls are physically strong. They like to do housework, and they do it very fairly and enjoy it. They begin by sweeping and scrubbing, washing all their own tea things and breakfast things, and so on, laying tables and clearing away, making beds, cleaning boots, and cleaning plate. At first they require much superintendence and assistance from sighted persons. We keep no nurse for the little ones. The elder girls do everything for them.

We have a great many brought to us at the age of eight who cannot hold a spoon and they would not know the top of a pinafore from the bottom of it. Some of them never come to anything, and it is just because they have been brought up as babies, nursed and fed and carried down stairs, and their clothes put on, and never told which was one thing and which was another.

One of our girls does her mother's housework, and she does knitting and chair caning, and entirely supports herself and partly supports her mother.

Miss Weaver—As a rule, blind children become good spellers, better, I think, than seeing children when they have been the same time at school.

Rev. B. G. Johns—A very large proportion of them earn by their trade a considerable sum towards their living. Basket making and mat making are the two trades in which they succeed best.

Fifteen out of sixteen of my pupils believe that they have a gift for music; ten out of sixteen believe that they have a heaven-born genius for music. I should say half of them could be taught music fairly well.

We try to prevent blind men marrying blind women, but it is exceedingly hard to check.

We have found it almost universally true that a boy who attempts to master two trades fails in one certainly, and possibly in both.

A few customers will buy from a blind man because he is blind, but a great many will not buy from him because he is blind; they think that it is an inferior basket that he makes.

Blind basket-makers in ordinary workshops with sighted people are looked upon disagreeably; the sighted people do not help them as they might, or as you would expect they would. They seem to think that it is a sort of interference with their chartered rights, and that the blind man ought to be somewhere by himself out of their way.

William Hibbert—I would have blind children taught a trade at the proper time, but not in childhood; certainly not till they are 14 or 15 years of age. Sighted children, whether boys or girls, are not apprenticed till they are 14 or 15. Sighted workmen work three or four times as fast as the blind; even in chair-caning a blind person would take from four to five hours for one chair which a sighted person could do in one hour, taking the day through. A blind person works much slower than a sighted person.

The majority of those I have met have become blind after they have arrived at the age of 40 years, when it is impossible for them to be taught trades to earn anything by; because if they learn a trade they never gain sufficient speed to do anything; the young ones are very slow who are taught from childhood, and the elder ones must necessarily be slower.

There is one advantage in chair caning, that it requires no tools and it takes no room.

Blind children, brought up by themselves, distort their features, they wriggle and twist and shake themselves about, and all manner of things.

The German system, under which the blind institutions look after their pupils as long as they require assistance, is an incentive to morality.

In some instances blind women have married, and they have always performed the household duties, even to washing and ironing, and mending and making.

William Tibbles (blind)—A knowledge of a trade, acquired as early as ten, makes a child more proficient than if learned later, provided the training is sufficiently prolonged.

R. B. Carter—Cases of blindness from birth are very rare. Blindness is not hereditary. The scientific definition of blindness is the absence of light perception, and the practical definition of blindness is a state in which no occupation can be followed for which vision is required.

J. L. Shadwell—Blind children do better in special schools than in ordinary schools. Whereas for an ordinary child a home is, generally speaking, better than a school, for a blind child a school is better than a home. If a blind child is at home, its parents and brothers and sisters are constantly liable to do too much for it, whereas at a school, where everybody cannot be waited upon, the blind children are forced to wait upon themselves, and that is a very good thing for them. The blind get too much in the habit of expecting things to be done for them, so that they do not learn to do things for themselves.

Alfred Midwinter—Basket makers labor under the disadvantage of imperfect teaching. They require long experience, though it is the best trade possible, perhaps, for a blind man to learn young, because he is able to begin and finish his work without any sighted assistance when he has learned the trade. That is not the case in any other trade that I know of which the blind are capable of working at, and in order to get the necessary skill to be able to work with sufficient dexterity and quickness to enable him to get a living, he requires a long practice because there is an infinite variety in basket-making.

J. J. Mills—Some blind people never will be able, however long they are taught, to earn sufficient to keep themselves. The more you throw blind people upon their own resources the better for them. A great many blind are spoiled from not being dealt with in that way. A boy ought to start his industrial training when he is about ten years old, after he has learned to read and write.

Miss Rye—We begin to teach the girls knitting directly they are able to hold knitting pins, but, of course, when children are so young, their education is the principal thing first. I believe in giving the blind a better education than some of them receive, and we go in for a thoroughly good English education. We allow them a month to learn how to dress themselves. I do not believe in mixing blind children with sighted children. They feel their affliction far more when they are with children who can see, and they are not nearly so happy as they are by themselves. I have often thought that it is a great pity that some employment for the blind cannot be introduced which is more lucrative. The handicrafts that they learn are so badly paid for. Knitting is very slow work, and it is impossible for a woman to support herself entirely by knitting stockings.

Miss Phoebe Hamilton—The great requirement in the case of young blind children is that bad physical habits should be corrected. I do not know of anything girls can be taught by which they can earn their own livelihood. They can earn just a little, but not much more than mere pocket money, by knitting.

Mr. W. C. Lester—I see no objection to the establishment of wholesale depots where materials could be kept and sold at cost price to the blind, and where the articles manufactured could be stored and distributed; the only thing is that the blind man must have his earnings supplemented.

Mr. Alfred Willis (blind)—In answer to the question, "Should some provision be made for the blind after they leave these institutions?": They would be very thankful that it should be done. Speaking not only from my own personal experience at the time I was at the St. John's Wood school, but from what many pupils from various schools have told me, the whole school experience is, as it were, overshadowed with a gloom as to the future, and the constant thought was, "What shall I do when the time has expired?" Nobody could get a livelihood at chair-caning. I only know one man who could do three chairs a day, at about 7d. a chair; the average is two. I know only one man who is making a living at basket-making. He partly supports himself by getting work from the tramway company. I do not know of any mat maker who is working; they cannot get anything for what they do. I know a man earning 6s. or 7s. a week at woodchopping, at home. I have fourteen persons who are getting their living in various ways, selling tea and other commodities.

Henry J. Wilson—The trust was founded by a bequest of the late Mr. Henry Gardner, who left £300,000 for the benefit of the blind in England and Wales. The money is to be divided into ninths; two-ninths have to be given in instruction to the blind in trades, handicrafts and professions, including the profession of music; two-ninths for instruction for the profession of music only; two-ninths for instruction in trades, handicrafts and professions other than the profession of music, and the remaining three-ninths are to be applied in providing pensions or grants, and generally in such other way as the committee may think best for the benefit of the blind. I think that the schools ought to keep touch with their old pupils who have learned a trade, at any rate for a certain number of years, and that a bonus should be given, if possible, by the schools to those who are starting on their own account and are really deserving and in need.

Henry Smith—The principal trade at the Kensington workshop is baskets. The stock has been accumulating very largely; it is difficult to compete with the East End people, and more particularly in the brush department. We sometimes give to one of our men, employed in the brush department, chair-caning for his wife to do at home. I think that fresh branches of trade should be opened out to the blind. I could guarantee that our blind people can manufacture baskets as well as any seeing person. There are more brush makers than basket makers, but the basket makers get more wages. Scrubbing brushes cost us to make, taking wages and material and one thing and another, about 7s. a dozen, and to get them sold we must sell them at 5s. a dozen, that is to say, if we compete with wholesale people. The workman has about 9d. profit for caning a common-size chair, and he would be able to do two a day.

Henry Wilkinson—I am a basket maker by trade; learned it at the Bristol Asylum. I have been making a very respectable living for the last 62 years, but I did not depend upon my trade. I married a wife who had a

mangle, and I earned more money by assisting my wife at the mangle than I did at my trade. Very few sighted basket makers would care to take a blind man into his workshop, because a blind man's work would not in general be so good as a sighted man's work. A blind man cannot make such a beautiful shaped basket as a sighted man. I never worked upon a mould myself, though I have heard talk of blind men working upon a mould, but I know so far as this, that if you had a mould to work upon it would incline the work to run to the left, to screw round to the left as you work to the right. I have caused a great many jars and bottles, and I found that it was like working on a mould to put basket work round a stone jar. In doing that, if a man is not very careful the work will run all round to the left.

Mathias Roth, M.D.—People say you can do nothing for congenital blindness, but we know that this congenital blindness is caused in many cases by the intermarriage of blind persons; a second cause of this congenital blindness is intermarriage between near relations. In all industrial work, if you are to do it properly, you must feel in your head what you do with your body; that is more important for a blind person than for a sighted person; therefore, I believe it is of the greatest importance to give the maximum of health, the maximum of power, and the maximum of strength to every blind child, in order to enable him to learn some industry. In Denmark, everyone that is blind is brought up to some industrial occupation. I have been at Copenhagen, Christiania, and Stockholm. The blind in those places are engaged in mat-making, rope-making, chair-making, basket-making and cabinet-making. I saw shoe-making only in Christiania. So far as I saw, they work in workshops, but in Denmark the director told me that many of those who have been taught some trade go home and their friends provide them with the necessary materials, and the work they do, if they cannot sell it in the country, is sent back to Copenhagen, where they have a central depot, in which such work is sold. They have done more there in the way of making the blind independent than they have anywhere else; they keep an eye upon them after they leave the institution, and then in the town wherever they are they invite a few people to look after them, and, as far as they can, help them. In some cases they earn all they want and do not want any extra support; in other cases they do not earn enough and their earnings have to be supplemented. I have not seen the German institutions at work; in France they are beginning now to have workshops.

Rev. Henry Bright—Of course, I fully believe in self-help and employment for the blind so far as that employment can be obtained. How we are to get over the difficulty, however, that a great number of the blind who leave our institutions have neither home nor capital I really do not know; I hope this is a point which the Royal Commission will tell us something about by-and-by; but I find a good number of persons who have been taught in institutions in more indigent circumstances, I rather think, than they were before those persons went to the institutions at all. I do not exactly mean that they have not learnt any trade sufficiently to be able to earn their livelihood by it, but a person is generally sent to an institution by the sympathy of a number of friends, and when that person is supposed to have learnt his trade, whether he has or has not, those friends naturally feel that they have done what they could. The consequence is that that blind person is minus some of the friendship and interest when he leaves the institution, because his friends believe that they have placed him, by their influence and sympathy, upon the basis of self-help, and so he comes out minus some of the friends that he might have had before he went in, and yet he has neither home in which nor capital with which to pursue his duties.

Robert Storey—A youth you can get on with very well, but when a man gets to 25 or 30 years of age he had better not touch basket-making at all,—it is a complete failure. That I have specimens of with me now at work. I have one young fellow, a clever lad, about 20 years old now; I have had him with me about three years, and he can make things almost as well as I can myself. Another man has been there five or six years, and he can scarcely do anything well, and he began as a man. Let them start work at about 14, that is plenty soon enough. I think that basket-making should take five years, but that depends a great deal upon the men that they have to put them forward. It wants a thoroughly experienced man to teach the blind, and the man must have wonderful patience. You may bestow all the pains you can on one man and you cannot put it into his head, and cannot teach him; he cannot remember it.

Isaac Thomas Price—I was at St. John's Wood for about 10 or 11 years; during that time I studied music as a profession; I was not taught any other trade. It was the custom after the boys were about 14 or 15 years of age to let them go into the workshop for two or three hours a day to learn a trade, letting them spend the other two or three hours a day in the school-room. Now a sighted boy is expected to devote several years to learning a particular trade, and he is supposed to be at it all day long, and I think that a blind child should certainly devote quite as much time, and perhaps a little more time, to the acquisition of a trade. I think it is obvious that they could not have been thoroughly well taught under that system. I have known one or two of those who left the school at the same time as myself who have earned an indifferent livelihood, and in several instances those who had learnt tuning at the St. John's Wood school were afterwards sent to factories and of course have been able to earn a good living in consequence. There is a great deal of prejudice on the part of the public which induces them to refuse blind persons leave to compete for the position of organist. I think that if blind children were allowed to mix more freely with their seeing companions as they grow up that prejudice would be partly removed. Those who promote the institutions might do a great deal more towards obtaining employment for those who have left the institutions. In many branches of industry many blind people, after having worked very hard all the week, are only able to earn a certain amount. We think that in such cases their earnings should certainly be supplemented. One of the causes of failure hitherto attending the efforts made to ameliorate the general condition of the blind has been the fact that the blind have not themselves been sufficiently consulted as to what is best for them. As far as my experience goes, tuning has proved to be the most remunerative occupation.

John Stainer, Mus. Doc.—I see no reason why a blind man or woman should not be able to gain a livelihood from vocal or instrumental performance, provided, of course, that he or she is possessed of a very high order of talent. As teachers the blind are under special disadvantages; it is a serious thing for a teacher not to be able to see the position of a child's hand when it is having a lesson on the pianoforte. In the keen competition amongst qualified seeing musicians, I think blind musicians stand but a poor chance of earning their bread. Their best chance would be as teachers of solo singing, their quick ear would be of great value in teaching voice production. An enormous number of musicians get their living by playing in the orchestras at theatres, but very few conductors would like to go to the extra trouble that a blind member of their orchestra would put them to. There are two occupations in connection with music for which the blind are well adapted, viz., pianoforte tuning and pianoforte making. I see nothing to prevent

the blind following these occupations. I do not see why blind persons should not become excellent tuners, and I do not see why they should not take part in putting pianofortes together. I do not think a blind person could very well undertake organ tuning; he would be heavily handicapped in comparison with a seeing person; he would be likely to break his neck in going up and down ladders; one has to be half a monkey to look after an organ even under the most advantageous circumstances. I should say that the tuning work for which the blind are best adapted is that which is done in the pianoforte manufactories; in all the large manufactories they have tuners constantly at work getting pianos into tune that are intended for the show-rooms or that are going out on loan. A blind person could very well do the tuning at the manufactories, because if anything required to be mended it would be taken to another workman in the manufactory to be repaired; but in the country the tuner has to mend broken pedals and mend broken hammers, and put fresh leather on the hammers where necessary. I daresay he could do it, but he would not be able to do it so easily as a seeing person. Mending a smashed hammer involves going about the house and getting a glue-pot.

Sir George A. Macfarren, Mus. Doc. (blind).—With regard to the matter of memory, and with regard to the matter of ear, I have often heard it said that persons in losing one sense quickened the others. I disbelieve that wholly. Any faculty that is greatly exercised of course is strengthened, whether it is the sense of taste, or the sense of sight, or the sense of smell; a person who makes it the business of his life to exercise that faculty acquires a sensibility that ordinary persons do not possess, but it is not through losing his sight that a man is able to hear or able to remember any better than others, but from the habit of trying to remember or listening carefully. I think it is a mistake to appropriate so very much of the lifetime of blind persons to working at industrial occupations, which tends to stiffen their faculties, physical and mental. I believe that a very large majority of blind persons are capable of mental exercise, and if they have the opportunity of good training they may do highly respectable intellectual work; and I have been sorry to find in the blind institutions I have visited that the average work is in mat-making and brush-making and such matters, and that the persons who work at those occupations are stolid, hard in their manner, and dull in their apprehension, whereas those who are taught music generally have far finer intelligence than their companions. On that account I believe that they might in the musical profession hold a very fair status, that is to say, if they all had the opportunity of developing what gifts they have received from nature. In an institution for the blind every pupil might be made to pass through some kind of probation to show his musical capabilities, and only those should be relegated to manual labor who proved decidedly dull of intellect, and I believe they would be very few in proportion. I think the study of music not only improves the ear but improves the general intelligence; and it would be a means of happiness to them and enable them to give pleasure to others. I am quite sure that some blind persons have made very good choir masters and church organists. I have reason to know that blind persons can carry on the occupations of tuning pianofortes and voicing harmoniums with complete success.

James Hampton, founder of a home for the blind in Webber Row, Southwark.—So many poor, blind persons came to me asking if I could furnish them with a bed or give them enough money for a night's lodging, that I thought of starting this home. Numbers of the blind have no home and no friends. The blind school and the workshops are capital things for the

blind, in their way, but when blind people come out of those institutions they have to return to their families, who are poor, and what they have learnt in the institutions is to a great extent thrown away; they have no opportunity to extend the knowledge they have acquired in those institutions or to work at a trade that they may have been taught in them, and when they come out they find that they are a burden to their relatives, who turn them out on the streets. A young man, who was a splendid performer on the piano and the organ, could not get any pupils to enable him to earn his livelihood, and so he used to go into the park and lie there. His mother said if he did not work he should have no food, so I had him three years in the home. I could not get him any employment. Afterwards, as soon as his parents found that he could earn a good bit of money by playing the piano, they took him out of the home, and now he is at Brighton. He gets a guinea a night for playing at concerts. As regards mat-making, the blind cannot compete with the sighted, and the sighted cannot compete with the convict labor, because mats, the product of convict labor, are sold so very cheap. The basket trade is very much prejudiced by the importation of German baskets. You can buy a most beautiful basket in Tavistock street for a mere nothing, a basket which a blind man could not possibly make. I would suggest that the country should establish a home for the indigent blind, into which blind persons when they came out of these institutions could be taken, and where the knowledge which they had gained in those institutions could be extended and developed, instead of their going into the workhouse or going upon the streets. Blind people have a great dread of the workhouse, and their repugnance to the workhouse is quite justifiable, considering how they are treated there. I think their blindness is a sad affliction in itself without their being mixed with all classes. When they go into the workhouse they become mutes, because they are put in the company of men who have not the feeling for the blind that they ought to have, and by aggravating them and one thing and the other they become completely mutes. They keep themselves to themselves and become complete imbeciles. I do not mean by that that they become really speechless; they become stupid, by keeping silent; they become imbeciles. The best trade a blind person can learn is basket-making, because he can finish the job himself.

James A. Campbell—There is a strong prejudice against the employment of blind organists. There always must be a residuum of blind persons who are unable to support themselves, who must depend on charity. As a rule those who have completed their education at Norwood College are able to gain their livelihood without any assistance. We have them so superintended that we endeavor to prevent their wasting time in any way; but we believe that the subsidies are necessary, on account of the men's inability to earn as much as is required for their support.

A. W. G. Ranger, M.A., D.C.L. (blind)—I am practising as solicitor in London, with a staff of ten clerks. Lost my sight when I was 14 years of age. Do not know anyone who has gone through the same career as myself in my profession. Think the education of the blind should be in the direction of the liberal professions. I would give a blind man or a blind girl as thorough an education as is possible, and then the blind person will himself or herself decide what line of life they will take up afterwards. A good education is of the same value to a blind man or girl as it is to a sighted one. When you are a little educated your ambition is aroused and you are capable of doing what you were not able to do before. I do not think that a blind man or girl should be directed in the first three parts of his or her

education towards any particular thing. It is not so with sighted people, and I do not think it ought to be so with blind people. Blindness is altogether a much more severe visitation for a girl than it is for a man, and therefore the better her mind can be trained and stored the greater is the alleviation to her. I would rather see more money spent in the effort to train and educate girls thoroughly well than to educate and train men. I do not think the onus, so to speak, is on the advocate of advanced education for a blind girl to point out how she is thereby going to earn her living, as if in default of his being able to do so the conclusion were to be drawn that she will not be able to earn her living as the result of an advanced education. I think that a thoroughly educated blind girl herself would find out ways and means of getting her living. I think the mistake on the musical point is the too ready assumption that every blind man must of necessity be a musician, and that if he is not one he can be made one.

F. J. Campbell—The blind as a class have less vitality than the seeing. Therefore every arrangement which we make is based upon the fact that we believe there is a necessity not only for gymnastic training, but for developing the activity of the blind children; and we have lawns for them to play on, and games such as puss-in-the-corner, blind-man's-buff, and so on. I try to make those games a part of their education, and wherever I am I try to learn new games which I can teach to my blind children. Our first step is the healthy development of their bodies. One of the most difficult things is to overcome the awkward habits of the blind. Many of them learn almost from infancy a certain motion of the head or a habit of putting their fingers in their eyes. This requires almost constant attention. I do not say that there is not difficulty in getting employment. I do say that where a young lady or young gentleman has been refined and gentle in manner, where their appearance is as it should be, and is not objectionable, where they are pleasant and intelligent, and can converse agreeably, and are thoroughly prepared, I have never in a single instance failed to get employment for them. It is always a principle with me, when I take a holiday, whatever village I go into, to find out whether there is any possible chance of my placing there an organist or a pianoforte tuner or whatever it may be. I never wake up or go to sleep without having in my mind where I can find employment for my blind boys and girls. In some of the blind schools, where they have both workmen and children, and where the children are allowed to intermingle with the workmen, the children are often taught bad habits by the blind workmen; I know this to be so in a number of cases. I think if the Commission could make any recommendation to cause the separation of the work department and the educational department, we should do a great service to the young blind. Our playground has been planned so that there is a separate part for pupils of different ages. To make a good pianoforte tuner you must do very much more than teaching him simply to manage his tuning hammer. We specially make our pupils in the technical school, that is the pianoforte tuners, give great attention to singing, and singing in the best way. I mean we teach them to discriminate between good and bad tones. Music without a very excellent training as a foundation, I mean general education and physical training, is almost worthless to the blind. Many schools have given too much time to the music without the general culture which is necessary to make music a success. Exercise with Indian clubs is one of the very best exercises for pianoforte players. Some of the blind must always depend upon handicrafts; handicrafts must always occupy an important place in the treatment of the blind, not only with the adult blind, there are certain young blind who will grow up and

never be fit to cope with other things; and they should have mechanical training for their employment afterwards. I think if the young blind are well trained the large majority of them can do better than working at handicrafts. I think it is of more importance to the blind than it is to the seeing to read out their exercises in school, for this reason, the sighted child in going along the street in every sign that it sees is learning how to spell; a blind child has great difficulty in learning to spell, and if it uses writing a very great deal that to a certain extent makes up for its deficiency. As a rule, our people find employment. We never lose our interest in any blind person that comes under our administration. If you would make the blind self-sustaining, you must lift them into a different atmosphere altogether. It is fatal to the blind if you educate them with the idea that they are a poor indigent class. The whole tone and feeling on the subject must change; and if you do not give them sufficient education and intelligence to bring them into relation with ordinary society your education of them is worthless, and then they must go back to handicrafts only. I have one young man in Belfast who has gone into the coal business; he is doing an excellent business. Two of our young men have a shop for selling pianos that they pay £330 a year for in Glasgow. We have several men in London who make a great deal of money by selling pianos, but what they do is to get the commission. One of our old pupils is farming. We have one remarkable instance of a sugar refiner who is managing a large business in Whitechapel. A number of my old pupils in America have gone into the book business.

T. R. Armitage, M.D.—For a couple of years I spent several hours every day in visiting the blind of London at their own homes. I then found out that the blind, whether trained in institutions or untrained, had scarcely anything to do, that they were to a very great extent idle mendicants, that in fact they were not earning their own living. On inquiry we found that a very small proportion of the former pupils in institutions of the United Kingdom who had been trained in music were able to succeed as musicians. I went over to Paris and investigated the question very carefully there, and I came to the conclusion that the education of the blind as musicians in Paris was infinitely superior to anything that we had in England. That conviction resulted in the foundation of the Normal College. The main object of the college is to train musicians to make the blind self-supporting in the profession of music, but it is impossible to do that without giving them also a thoroughly good general education. It is necessary to train a great many of the blind in manual trades, or in professions not musical. If we trained all the blind as musicians, we should overstock the profession, and there would be no work for them to do. It would be better for us to lay down in general terms that the education of the blind ought to begin with the Kindergarten with object lessons, and should go on with reading, writing, arithmetic and geography, according to the best methods, and that the blind children should receive the same kind of good elementary education that seeing children receive. The success in life of the pupil depends on a great many circumstances that cannot be tested by examination. One very essential point is the moral condition of the pupils, which is brought about by the moral discipline of the school. Then the physical training of the pupils is a most important factor in the question whether they become self-supporting in after life. If the blind are turned out weakly they cannot succeed. We may say what we like, but the struggle in competition with the seeing is so keen in every branch that a blind man can take up, that unless he is fully equipped for the struggle he cannot succeed. The system which in Germany (Saxony only) goes by the name of "fuersorge" was introduced in Dresden about fifty years ago;

it has been slowly developed, and it consists mainly in the institution keeping touch with all its former pupils. A register is kept, there being a pigeon-hole for each pupil, and the papers relating to that pupil from the time of his first entering the school up to his death are kept all together, so that whenever any question arises about a particular pupil the director simply has to refer to his dossier and finds everything recorded about him, the grants he has received, his conduct in the school, and everything else that can be possibly wanted to form a judgment. Then these former pupils are looked after by a society, of which the director of the institution is always the president, which administers a fund for former pupils. The fund for former pupils has been gradually accumulating for the last fifty years by subscriptions, and by the sale of the work of the pupils while in the institution, that is their subscription to the fund, and it now amounts to about £1,500 a year. Ex-pupils are furnished with outfits and established in business. Then the director before establishing the pupil looks out for some respectable and influential man in the village who will become a sort of god-father to the blind man to look after him, give him advice whenever he requires it, help him to get orders, and keep the institution informed as to his circumstances, and as to his conduct. The pupil is also expected to write to the institution at stated times—several times during the year—saying how he is getting on and giving full particulars about himself. Then as long as the pupils conduct themselves properly, and do not receive parish assistance, or do not beg in the streets, or do anything else that is disreputable, they are sure to be assisted from the fund to whatever extent is absolutely necessary. The difficulty of making the blind self-supporting is so infinitely greater than in the case of the seeing that you ought to offer special advantages in the case of the blind. As a general rule, the old and infirm are much better looked after by being allowed to live at home, receiving a pension, than by being congregated in an asylum. The difficulties with regard to the deaf and dumb are entirely different from those that we have to contend with with regard to the blind. I understand from the evidence which we have had before us from gentlemen who have a knowledge of the subject that there is not at all the same difficulty in finding work for the deaf and dumb after leaving institutions, provided they have been properly trained, that there is in finding work for the blind; with the blind the great difficulty begins after they have left the school and are launched upon the world; with the deaf and dumb the great difficulty is the training in the institution; therefore I think the two classes stand on a different footing in that respect. Norwood is not a school for teaching basket-making and mat-making. The blind tuners, in order to be successful, must as a rule be better workmen with a better knowledge of music than their seeing competitors.

W. H. Cummings—The blind should begin to learn to sing young; as soon as possible; just as soon as they begin to learn to read. Not only their character, but also their very faces, improve under the training. The prejudice against the blind was very strong a few years ago, and advertisements used to be inserted in the musical papers when an organist was required: "No blind men need apply."

Anthony Buckle—I strongly urge, where it is possible and where there is any likelihood at all of success, letting the pupils leave the institution and go to their own homes and work there, in preference to congregating them together in large institutions; but at the same time I am strongly of opinion that there are a large number of blind who come from small villages who are dull fingered, and perhaps somewhat dull in intellect, for whom you must and ought to provide large workshops. I think that is one of the needs



Cane Chair Seating, O.L.B., 1906.

of the present day, a larger number of large workshops in towns. We have some basket makers who can earn £1 a week; we have some inferior ones who will earn perhaps 10s. We find the dull fingered boys, and boys of dull intellect, never succeed with baskets; we are obliged to put them to brush-making. Baskets cannot be made by machinery; they are making brushes now by machinery. I am sorry to say. Not more than 25 per cent. of the pupils are suited to learn music. The other 75 per cent. are more or less suited to learn handicrafts. But I ought to say with regard to the latter, you have always a certain number that from weak physical health or from weak intellect will never be able to earn the whole of their livelihood.

H. L. Hall—Within the last two years they have concluded to take only young people at the Philadelphia Institution for the Blind; there are still some adults at the Institution, but they are gradually shutting their doors to them. In Pennsylvania the schools have taught brush-making up to last year, but they have abandoned it as worthless; they taught mat-making for many years, perhaps forty years, and they abandoned that as worthless. They now teach broom-making, carpet-weaving, cane-seating, and mattress-making. These are the trades which they teach the boys. The girls are taught bead-work, knitting, crocheting, and hand and machine sewing. I should prefer not to teach brush-making, because it does not pay at all. I never put forward the work produced by the blind as being blind work at all. I sell it upon its own merits. In my opinion a blind industrial institution can never be self-sustaining on general principles, because we have to compete not only with skilled sighted labor, but with all sorts of steam machinery. I believe that a very large proportion of blind people, if they earn their living at all, must do it by some handicraft. I have never had any success with any blind person that I found begging; they seem to prefer begging; they seem to have lost their manhood. I cannot get anything out of them, I cannot make them work. I have very frequently had to dismiss men for bad conduct or hopeless indolence or idleness. Two mattress-makers will do all the custom work that I can get in our big city, and will not be employed all the time. I asked the New York Institution why they recommended that the blind should be employed in cane-seating, knowing as I did that it was not profitable, and the answer I received was that they recommended it as a means of education. I know that in the largest concern in Baltimore their trade has been solicited this year at 3 cents per chair; that is to say, an ordinary dining-room chair, and I have never yet known a blind man that could cane over three a day, and that would be 9 cents of our money. I am speaking of new work. In my judgment, there should be two institutions, one purely educational, which should take blind children under a certain age, the other purely industrial, which should take all others of suitable age. One man may be able to earn his living at 60, while another may be entirely used up at 40. If a man does not succeed in handicraft after he has left the institution, it is not so much the fault of the institution. It would be utterly impossible for any man, blind or sighted, to set up and carry on successfully, and without money, without friends and without credit, a broom business or any other business against a large establishment like mine, or against the other large concerns in Philadelphia. The want of success is not due to the institution.

James McCormick—The blind cannot get a living at music. I may say that the blind do not like to work with seeing people in workshops; they prefer working by themselves. The blind cannot compete with the seeing world. A great many basket-makers will not employ them, and under the trades union laws seeing workmen will not work in the shops with them:

then if they get work they cannot do it at home. In my experience it is better not to put a child to industrial training too early, but to treat a child as a child as long as he is a child, and then when he becomes a man put him to work; they make better scholars by not being put to work too early, and the better scholars they are the better men they are in the workshop.

THE EDINBURGH CONFERENCE, 1905.

It may be objected that the evidence above quoted was taken nearly a score of years ago, and that conditions have so changed in the interval that the facts and statements are no longer applicable. There was an International Conference on the Blind held at Edinburgh last year (1905), attended by delegates from the United Kingdom, the United States, Europe, Australia, and South Africa. From the minutes of that Conference I have taken the following extracts:—

Colin Macdonald, Manager Institution for the Blind, Dundee—The problem of the employment of the blind is admittedly difficult—employment which will at once be a satisfactory solace and mitigant of the unfortunate position of the class, and provide work and earnings sufficient to maintain them in a degree of comfort and independence. . . . The employment problem still remains. To its solution the most intelligent, and practical experts have brought their knowledge and experience, but as yet no solvent has been found. It is claimed by some that the solution lies along the line of education and training. Certainly when blind persons have had the advantages of a thoroughly sound education in any of our highly equipped educational institutions, and an industrial training suited to their individual capacity, the highest results may be obtained, but all education and training which does not put its subjects in a position in which these will find their fullest development in useful employment, fitted to procure the means of sustenance, must be regarded as to a great extent not fulfilling its primary purpose. . . . It has been amply demonstrated that, unless in exceptional cases, if the trade rates only are paid to blind workers for their products, absolute starvation would often result. I think our blind wage-earners, who are fighting life's battle so heavily handicapped, deserve State recognition and assistance. . . . It is well known that the earnings of the blind, reckoned on the scale by which the ordinary artisan is paid, rarely yield a living wage; indeed, his unaided product has often to be sold at a loss. It is reckoned that in many cases 25 to 50 per cent. in excess of trade rates has to be paid to enable the workers to frank their weekly maintenance bill—hence the necessity for a special fund to regularly supply the needful assistance. The difficulty of finding new departments is accentuated by the fact that departments which were at one time regarded as pre-eminently fitted for the blind have now, through the changed conditions of labor, the widespread use of machinery, and other causes, become merely a means for filling up time, leaving the question of profit and even cost price out of the question. Added to this, there is the foreign competition, in brushes and baskets particularly, which has threatened the extinction of our home trade in those classes of baskets which the blind are found to do best and at which they can earn the highest wages. By way of remedying the adverse influence of the introduction of machinery and foreign competition in employments suitable for the blind, it is generally admitted that sighted labor should be more largely utilized. By this means more advanced work could be undertaken, the blind operatives being employed on that part of the work they can most quickly make and yield them the best return, whilst the whole would be finished by a

sighted artizan. What applies to the more advanced basket work is equally applicable to furniture stuffing and upholstering generally.

The primary education of the blind should include play. A large proportion of the ailments of blind children arise from want of active exercise, and well-directed play can do a great deal to alter this. Outdoor games are, of course, preferable, but not always possible. To provide for these it is essential that the grounds and playgrounds set apart for the children should be large and open. Large open playsheds should be provided for use in wet weather. An essential to the success of games (outdoor and indoor) is that the teachers interest themselves in their pupils' play, and closely supervise it. Mr. Illingworth writes: "There is nothing to my mind so beneficial or so much enjoyed by children and adults as a running path. Blind children absolutely lose the slouching gait and hesitation in stepping out after a few weeks' practice on the running path, properly constructed. There is competition here, and that is what is needed in blind recreation to make it attractive and interesting."

It must suffice here for me to say that the institution's work is not half done when a pupil leaves its doors at the completion of his training. Whether this matter be referred to as the Saxon system, After-Care, the Care System, or any other title, the principle involved is precisely the same.

Mr. W. H. Illingworth, Manchester—I feel I cannot press too strongly the necessity for separating the young children from the older children and adults. I would like further to mention the very great value I found in bead work. Anyone who tries it will find that adults as well as children will learn the Braille very much more quickly if at the same time they take up the bead work and make up little objects in bead and wire.

Dr. F. J. Campbell, London—All my sighted teachers can teach Braille. When I get applications from teachers, and they say that they can teach the blind, I answer that I want a teacher who has natural aptitude and enthusiasm for teaching, and in a short time the information required for the special methods used in schools for the blind can be given to them. The children can be trained to become neat, active, and self-dependent. Many children when they enter school cannot dress or feed themselves. Great attention should be paid to the games and sports of the children. We take the children on a great many expeditions to the woods and fields, where they can gather wild flowers. They not only enjoy these expeditions, but gain much useful information.

Mr. A. B. Norwood, York—It would be well if institutions for the blind would take steps to interest the teachers and students of the training colleges and teaching centres in our cities and towns in the methods and appliances used in teaching the blind. The benefit would be two-fold. It might happen that some students would become so interested in the work as to determine to find their vocation in the education of the blind, and so lessen the difficulty which now exists in finding teachers for some schools; and, secondly, in the course of a short time teachers in ordinary schools would be able to deal more intelligently with the cases of defective sight which come so frequently under their notice.

Henry Stainsby, Birmingham—The higher education of the blind should be interpreted to include instruction in any profession, trade or handicraft, which may ultimately be used by the blind as a means of livelihood.

The higher education of the blind is not (except in a few instances) synonymous with the higher education of the seeing. Take an illustration: a young man, but for his blindness, has in him the making of a thoroughly

able draughtsman and mechanical engineer; on account of his lack of sight he has to fall back on some handicraft—say, basket-making. The higher education of this person, which should have taken the form of instruction in draughtsmanship and engineering, must now take the lower form of tuition in basket-making, but should be still classed as higher education. I am fully aware that there are some blind persons who can benefit by higher education strictly so-called, and become solicitors, ministers of religion, teachers, etc., but these compared with the vast majority of the blind only make them rare exceptions.

Mr. Tate—The subjects taught should include mathematics, literature, history, psychology, and such studies as tend to promote a well-balanced judgment and an energetic and powerful will. Those persons who are intended for any special career, as music, should also receive such a course of training and general culture as shall not only render their society agreeable and attractive, but enable them to fulfil their particular vocations with greater ease, acceptance and efficiency.

Music should be taught to all the blind who have taste, intelligence and a desire to learn. It is a matter of no little surprise to me that the violin, flute, 'cello, and other portable instruments are not regularly taught in all blind institutions. Even though such instruments might not be the direct means of bringing in a living to those who learn to play them moderately well, they would certainly be the means of employing delightfully and profitably many an otherwise dull and dreary hour, and also of giving pleasure to others.

I know full well the stock of old wifish arguments regularly trotted out by numerous grandmotherly good people of both sexes, on institution boards and off. They say "a little knowledge is a dangerous thing, and to teach a blind boy the cornet or the violin is tantamount to setting him up as a street and public house entertainer, therefore do not put such a dangerous instrument into his hands." Oh, those unco guid folk. To be strictly logical—which, by the way, such folk seldom are—they should not teach a blind boy to read Moon or Braille, lest by any chance he might make this knowledge of the raised characters a medium for bringing in the coppers from passers-by at the street corners.

We teach our sighted boys and girls to play all kinds of instruments purely for the sake of pleasure, not profit—that is to say, pecuniary profit. Why should we deny to our blind what we willingly give to those who have already so many pleasures?

In the higher education of the blind, let the trade or profession in view be what it may, strict business habits should be most carefully inculcated and enforced, and these, in addition to a good technical training, coupled with a knowledge of social requirements and usages, a smart and tidy appearance, and polite bearing, will enable an intelligent blind man or woman to go out into the world with confidence.

Mrs. MacNicol, London—I feel it a great honor and pleasure to have been appointed by the Committee of the Institute for Massage by the Blind to speak at an International Conference on the subject. The first great essential in any work to ensure lasting success is to do it well. This is now proved beyond all doubt as regards the blind in the work of massage. They do it well. As there is an ever-increasing demand for what is well done in every profession, it must clearly be to the public advantage to employ the blind as masseurs and masseuses. Our operators are carefully selected as to

health and fitness. They are taught in the same classes with the sighted. They hold the highest certificate of efficiency in massage that can be obtained in London before we ask the public to employ them. They have also, in a very marked degree, the natural qualifications for this work—delicacy of touch, power of thought concentration, magnetic influence, and, best of all, gentle sympathy, and the desire to do their best. Our society is only a few years old, and we have now 21 masseuses and 15 masseurs on our list, taken from various positions in life. Some are engaged in hydropathic establishments and some in private practice, and I have heard nothing but the greatest satisfaction expressed by those who employ them. While to us the thought is comparatively new, Japan has assigned this work of massage to the blind from time immemorial. But what concerns us most is, naturally, those who are nearest us. The blind, however painstaking and efficient they may be, cannot make a market for themselves, nor press their needs, and we who are interested in them know that machinery and other causes have closed many occupations against them in recent years. Christianity from the beginning has taught us to give the blind a foremost place as those we ought to help. They have very independent spirits and great courage, and we owe much to their example in this. The work of massage is a step towards independence. It is remunerative, and gives the operators variety of thought and bodily exercise. Let us help the blind to do a fair share of it, since, as I said before, they do it well.

Rev. Philip Bainbridge, London—One of our best industries used to be heavy baskets for house-builders and for sanitary purposes. Now, in London, the use of those baskets has gone off almost completely, as the sanitary authorities insist on galvanized iron. Another point is fresh employment for the blind. A shop assistant in Harrod's Stores fell blind. The manager found him a place as weigher of dried goods—sugar and rice—which he put in bags. He has held that place for two and a half years, and the manager tells me that they will be glad to answer any questions regarding him. Can more openings of this sort be found for blind people? No doubt it saves expense in cost of management to have large institutions, but I do hope that the idea of preserving the home life will always be kept in mind. With every institution there should be a certain amount of possibility that the blind may be able to live outside in their own homes, and not necessarily in institutions.

Mr. T. Taylor, Liverpool—I think, in regard to this question of work, that blind boys and girls, when admitted to a school for the blind, ought to be trained like sighted boys and girls, and go to work at least half time when they are fourteen years of age. The blind ought to be taught the work most suitable for the district they intend to reside in when they leave school. Instrumental music ought to be taught, but only to a few. I am pleased to say that I heard a short time ago from one of our former pupils that he was earning £150 a year as a teacher of music. Piano-tuning and repairing should also be taught; some of our old pupils are doing well in this branch. Some are taught basket-making and mat-making, but to my mind shoe-making is the best trade, and one of the most profitable to teach, and I am glad to say that it has been adopted at this school, and the results have far exceeded the expectations of the committee. This industry may be carried on in the workers' own homes with advantage. Our object ought to be to make business men of our pupils. I have one or two former pupils in the oil business, one of whom is doing very well, and has been able to purchase the house he resides in and the one next door. I would suggest that young

men who have not the ability to be taught a trade should, in towns, follow the shoe-blackening trade, which would be suitable and profitable. With regard to female labor, I think that Mr. Pine and Mr. Stainsby are setting us a very good example in the way of typewriting, basket-making, massage and weaving. I have introduced flower-making, for those who formerly had sight, with success, and, so far, it has proved to be a pleasant and useful occupation for young women.

Rev. H. T. G. Kingdon, Bristol—I think we want more trades for the women, who seem to have been to a large extent neglected until the last few years. They cannot earn very large wages at any of the trades we are teaching them at present. The stocking machine has been introduced with good results. We assist our girls as far as we can, and are aiming to make it possible for them to earn 6s. to 8s. a week, which is, I suppose, equal to what is earned by many sighted workers.

Mr. W. H. Dixon, Oxford—We have so often heard that a blind man cannot do this or that as well as a sighted man, that it is quite a relief to find something that the average blind man can do better than the average sighted man—and that something is piano-tuning. The average sighted piano tuner gets a very second-rate training. He goes into a small music shop and picks up a few tricks of the trade. You go to the shop and ask to have your piano tuned. By a remarkable stroke of business, you will find your piano tuned in half an hour. Now, no piano can be tuned in half an hour. The average blind tuner knows that, and he takes more than half an hour. I therefore make it my business to tell every one of my sighted friends that if they employ a blind tuner who has a certificate from a good place they will do better than if they employ an average sighted man. Again, it is not merely prejudice that blind men have to face, but the anxiety to make as much money out of that prejudice as possible.

Dr. Campbell, London—I hope that Mr. Maedonald will move a resolution to the effect that no blind tuners shall be sent out until they have passed a thorough examination and obtained a certificate. Tuning is one of the best employments for the blind, but if we send out tuners that are not thoroughly trained they will soon spoil the work for those who are capable. Mr. George Rose, our examiner, says that increased skill and competency are demanded from the sighted tuners, and that we must bring the work of the blind up to the same standard if we expect them to obtain employment. A superficial knowledge of tuning may be readily acquired by the blind, but a long course of careful training is essential to success. If a sighted man does a piece of work badly, it does not prevent another seeing man from getting employment. But if a blind man attempts to tune or repair a piano and fails, it is impossible for another blind man to get work in that vicinity.

Mr. J. E. Gregory, London—We know that there are numbers of blind persons who have been trained, and have become expert in various branches of industry, but, in spite of their training, they cannot find employment, for the simple reason that the institutions which are in existence at present are not sufficient to offer employment for all. That is very largely the reason why we see so many blind people exhibiting their infirmities in the streets, playing musical instruments and doing other things. I do not agree with the gentleman who spoke yesterday, and assumed that those who played musical instruments on the streets were those who had been trained for the musical profession. As a matter of fact, I know several cases of men who have been trained as basket-makers and as brush-makers who are playing musical instruments on the streets and in public houses, for the simple reason that

they cannot get basket or brush work. How is this difficulty to be met? There are many new industries that could be opened up to the blind. The only way to find new industries is by making experiments. Experiments are expensive, and they should be carried out and paid for from funds provided by the Government.

Mr. Alric Lundberg, Stockholm—It is generally acknowledged that our chief object when trying to ameliorate the condition of the blind is to widen, as far as possible, the spheres of their activity. Every new trade, every new profession, added to those we have in existence, is a victory won in the cause of the blind, tending to encourage further efforts in the same direction. It is on that ground that I beg to draw your attention to a new trade, namely, the trade of cigar making by the blind, which has been carried on in Holland with success for some time. Let me give you the chief features, according to the statements made by the president of the Dutch Training Association in the Hague: (1) This work is generally remunerative; (2) it can easily be done by sightless persons; (3) it is suitable both to men and women; (4) it may be carried on at home as well as in special premises; (5) it is necessary that one, and only one, sighted person should be engaged at the work-place to examine and classify the tobacco used for the cigars; (6) it is well to choose young blind men or women for experiments in cigar-making as a trade for the blind, as this handicraft demands a swift hand and a delicate touch; (7) the teacher chosen for the purpose might be chosen from the ordinary workmen at the cigar factory; he should, of course, be skilful in his work, and take an interest in his task as a teacher; (8) in Holland the teacher's salary amounts to 8 francs a week; (9) it has been found that one year is sufficient for a blind person to become a clever cigarmaker if he devotes two or three hours daily to the work. For my own part, I am certain that this trade will in time turn out to be a good and remunerative employment within reach of the blind.

Mr. A. Siddall, Rochdale—I believe there are more trades to be found for the blind, and it is our duty to seek them. It was such thoughts that caused me to take up the boot and shoe work. Some time ago, through the assistance of the Gardner Trust and the society I represent, I was enabled to go to Denmark to bring over the boot and shoe work to this country. I believe that if this trade is given a fair trial it will prove most successful for the blind. Its everyday demand is one of the great points in its favor, and it is quite possible for most blind people to do it with the assistance of the special tools, of which I have now copies. After four months I returned, making my own boots, though my teacher and I were ignorant of each other's language. Now, I do not suggest that the blind should take up this trade as shoemakers; I only suggest that repairs should be done by blind people; but in order that the work should be efficiently carried out I should suggest that every blind man, before being allowed to repair, should be compelled to make a pair of boots. By doing so, I find that my people are made sure of producing good work. I have two men who are now repairing for the public. I find that they are making quite a respectable wage out of it. I have one fellow who is repairing three or four pairs in a day. I think this trade is worth trying, and I only hope that those who take it up will give it a fair trial, or leave it alone. If a man is fully occupied, I think that he will make three shillings or four shillings a day of clear profit.

Mr. Ben. Purse, Manchester—In the vast proportion of cases you will find that the wages received by blind workers in this country are miserably insufficient to properly sustain the lives of those who are so working. I

do not attribute this to the negligence or the indifference of the managers of institutions or those connected with institutions. If you want evidences of the lack of employment you have only to study closely the census returns. The city of Manchester has a blind population of 472. Taking those employed in our local institution and those in various occupations outside that particular institution, we have not more than 90 who are employed, while in our local union we have more than 90 blind persons. We have 62 of our people forced on to the streets to gain a livelihood as street musicians, hawkers, etc. This is a pitiable state of affairs, and it is high time for the municipalities or the State to come to the aid of philanthropy.

Mr. J. C. Warren, Nottingham—We are all agreed with what has been said as to the necessity for new trades for the blind, and particularly for blind women. I was very glad to hear about cigarmaking, but the difficulty seems to be that we cannot carry on a trade of that kind in our institutions for a long time to come. We shall have to induce cigarmakers in our towns to take blind women into their works. As another means of giving employment to blind women, we have introduced Swedish hand-loom weaving into our Nottingham institution, and so far with satisfactory results. I hope that we shall soon see Harris tweeds made by the blind on these looms, and, if this can be effected, there ought to be a regular market for them. Some years ago we at Nottingham gave up the children's part of our institution altogether, and devoted ourselves entirely to technical education. When our pupils have become competent, we either employ them in our own workshops or send them to their homes, and look after them under the Saxon system.

Lieutenant-Colonel Selfe, London—Speaking at the annual meeting of our society, Mr. Gladstone said: "Employment to the blind is the condition of mental serenity, of resignation, and of contentment. Employment to the blind is also the condition of subsistence; that is, of honorable and independent subsistence." These last words are the crux of the question. We have men in our own workshops earning 30s. to 35s. a week. In that same institution we have a mat-maker. We asked one of the best known mat manufacturers in England the trade price per foot for the kind of work that our man does, the answer was a penny per square foot. Applying that rate of wage to our mat-maker, he would only earn 4s. 6d. a week. It is not to be supposed that any one imagines that even a single man can live on 4s. 6d. a week. I am happy to say that we give our man 18s. I would strongly urge the appointment of a committee of experts to consider this question of the employment of the blind, and to put some definite proposals before the blind world in general.

Mr. W. H. Dixon, Oxford—I believe that there is a general impression that in Japan massage is a monopoly of the blind. It was so until Western civilization was introduced, and now it has ceased to be so.

Mr. M. Priestly, Bradford—The better employment of the blind is a subject to which I have devoted much time and careful consideration for some years, and I have come to the conclusion that the greatest problem in connection with the whole subject is to provide the difference between the actual value of the blind labor and the price paid for such labor. With proper supervision we need have no fear about the quality of work done by the blind. A look round our exhibition will be convincing proof of this statement. It is, of course, in the quantity of work produced in a given time where blind labor suffers most. When employed on piece work, the blind must be paid at a higher rate of wages than that paid to sighted persons. In my own case, work in connection with Government and railway contracts has been de-

elined, not because we could not do it, but because the loss was too much. In negotiating orders it is strictly business, and rightly so. In making the goods it is largely charity, and, so long as blind people have to compete with those who can see, charity must enter into it in one way or another. It is useless to attempt to obtain higher prices for goods made by the blind than the prices charged by our competitors. A grant of £10 per head for each blind person regularly employed would soon place the institutions in a position to increase the number of workers.

Mr. M. G. Mackenzie, Inverness—We have successfully carried on the "Saxon system" in our large district. When a trade or occupation is acquired by any of the pupils trained in our institution at Inverness, on their return home every encouragement is given them to begin work on their own account, and the project has been most satisfactory. Material at cost price is supplied them till they are fully established.

Mr. J. Frew Bryden, Glasgow—We may get rid of sentiment here and face the fact that work among the blind cannot be carried on by any institution unless at a loss, which must be made up either from charitable sources or from the State. We heard to-day of a case of a man in an institution, whose work was only worth 4s. 6d., and yet he was paid 18s. a week. I think it would be possible to devise some form of unskilled employment that would fetch more than 4s. 6d., and this could be supplemented to some extent. Surely this would be better than the alteroatives of the street or the poor-house. With regard to work among women, we in Glasgow provide for nearly 140 women knitting in their own homes. These women get what is equal to 3s. a week.

Mr. Collingwood, Exeter—I should like to say a word or two on piano tuning. In the majority of institutions basket-making, mat-making and brush-making are the main source of their income, and piano tuning is merely a subsidiary matter. Now, should you put the same push into that as into the other trades, I think you will find that it will form a very good source of income. I am not going to ask where you buy your socks, but I feel tempted to ask, "How many members of committees of blind institutions have their pianos tuned by blind tuners?"

The following extracts are taken from a paper presented to the Edinburgh conference by Mr. Henry J. Wilson, Secretary of Gardner's Trust for the Blind, London:—For defective blind children no provision has yet been made. Their number is comparatively few, and they are scattered. Whether the child is defective mentally or physically, it demands a greater amount of individual attention than a child of normal physique and intellect, and, to that extent, of course, there is an undue demand on the time and energies of the teacher. The younger children (normal ones) are very imitative, and soon acquire the peculiarities of the defectives. Unless the defect is quite apparent the child should have a reasonable trial among other children. That the child is backward is often due to the early training, or rather want of training. This may be the result of simple neglect or want of interest on the part of parents, or mistaken sense of kindness shown by doing too much for the child, instead of teaching him to help himself. A judicious course of physical and manual training, rather than mental work, should, in the first instance, be the chief feature of the curriculum. The main cause of the prevalence of defective children is the utter ignorance of mothers relative to the feeding, clothing and care of children. The leading characteristics of the feeble-minded are those of fear, together with a deep cunning, and an abhorrence of noise. They are

very susceptible to the influence of kindness. There is a class of blind children—muscularly feeble—whom we cannot reckon as physically defective, but who have so little use of their fingers as to make hand-work a matter of extreme difficulty. They are mentally sound, and their ease is, therefore, all the more piteous and difficult to deal with. As a rule, the “defective” blind are afflicted in one way or other, or in several, of the following ways:—Slow in perception, lacking in truthfulness and reasoning and muscular power, of strong immoral tendencies, of unclean habits, peculiarity of speech and indistinctness in articulation, destructive, extremely active or extremely inactive, weak in will power and prone to uncontrollable fits of temper, stubborn, and requiring coaxing, feeble and slouching in gait, quaint movements of head and body, slow circulation, cold, clammy hands, but, generally speaking, they are of an affectionate disposition. It is difficult to draw an exact line and to say who are mentally defective, as the limits are still undefined, ranging, as they do, from the ordinary stupid person to idiocy, the former being probably a fit subject for an ordinary school, and the latter for an asylum. Much care should be exercised before children are removed as defectives from the ordinary school. A good many defective blind children have come to me in the course of my experience, who, if they had been treated by their parents in the same manner as other children, if they had been given ordinary exercise and little duties to perform, would not have been defective either mentally or physically. You all know that a blind child is very often left the whole day long sitting in a corner, and I can cite cases where a child has actually been kept in bed most of its life till it was ten or eleven years of age to keep it out of harm’s way. That child is bound to be mentally and physically defective. I should like to mention one of the things I found of the greatest use at West Craigmillar in remedying physical and, I believe, mental defects—those peculiar movements, twitching of hands and face, so common to the blind. Try the experiment of making the blind child lie down on a flat back board for half an hour each day, or twenty minutes twice a day. It has a very remarkable effect, and quickly eradicates not only a tendency to spinal curvature, but many habits of twitching, swaying and the like. Very few parents can be convinced that their children are mentally defective.

GIVING THE BLIND A START.

Forty-eight years ago the first society in Scotland for dealing with and teaching the blind to read in their own homes was formed in Edinburgh. Ten societies, or missions, so distributed as to practically cover the whole country, are formed into a union called the “Scottish Outdoor Blind Teachers’ Union.” The societies in Scotland have never started workshops on their own account. They have always felt that workshop employment was the function of the institutions and asylums, and have tried to do their part in securing employment on other lines. The risk to employers under Workmen’s Liability and Compensation Acts is making it increasingly difficult to find any employment, and yet the variety of situations which are secured is somewhat remarkable. Among the men we find missionaries, commercial travellers, stair lamplighters, night watchmen, straw-rope makers, bolt and nut cleaners, bottle washers and laborers. Among the women we find a factory worker, a hair-teazer, a pinn-winder, and a soloist in the Salvation Army. It will be seen from our statistics that the largest proportion of men we are brought into contact with lose their sight near

or after middle age. The experience of our Societies has shown that in such cases, if the general health of the applicant is good, and there is a reasonable amount of capacity, help to begin some simple form of trading is the best way in which assistance can be given. Where a sufficient amount of energy and perseverance is forthcoming the results are generally quite encouraging. Some judgment must be shown in selecting cases for this kind of help. Even among the most likely it has all the risks of an experiment. The forms of trading most generally engaged in are smallwares, tea, and drapery goods. These are the most easily started, and bring in an immediate return, which additional experience and assiduity make an increasing one. The varieties of occupations engaged in are often suggested by some experience before they lost their sight, and in other cases by the individuality of the trader himself. We have traders in coal and firewood, fish, fruit and earthenware; some trundle the lowly barrow, while others aspire to the dignity of a pony and cart. Some have to secure and pay for guides; others, more favored, have active wives or members of their families, whose help and co-operation greatly facilitate their business. Among the forms in which others are engaged we have cutlery, saw-dust, books, oil, photographs, and other articles. I could give selected cases from among those whom we have helped who are now reaping large incomes, and some who have retired with a competence. We have at present 190 traders on our roll who are carrying on trading as the result of grants received from our Society. Grants are given according to the special need from £2 to £10. Last year the sum of £207 was expended in this way. In a number of cases help has been repeated to tide over times of difficulty. Several investigations have shown that the average income of these traders is 10s. per week. This represents a total annual income of £4,949. The result is very gratifying to the traders themselves, and represents a very distinct contribution to the income of the blind of Scotland.

It is an interesting fact that 86 blind persons are known to us in Scotland as following various branches of the musical profession. Inquiries I have made bring out that nearly all who have been trained for music are able to maintain themselves, while there are several brilliant successes. One result of inquiry I have made also shows that few have lost their position and self-respect, or drifted into the vagrant or mendicant class. I have made up a column which includes those who are engaged in what may be called "home industries." Very few of these were trained in institutions, or follow the occupation for which they were trained at their own homes. This, however, is not at all usual in Scotland. In one district, the making of fishing and lawn tennis nets gives employment to a few; one man has a hen farm, another is engaged in breeding pigs, two are engaged in farming, one makes leather tabs for mattresses, another makes iron skewers for butchers. A man in Islay engages in lobster fishing, and another in Glasgow makes a good income by manufacturing clasps and hasps from old meat tins. Such employments show an amount of alertness and inventiveness that is most praiseworthy, and suggest a field of possibilities for those who care to work their minds round the problem of possible employments for the blind. The largest number of those whom I have described as "otherwise employed" are women, and are engaged in knitting in connection with our different Societies. Wool is supplied and payment is made for the knitting, which is done by the women in their own homes. £408 was paid last year to 150 knitters for work done, the Ladies' Auxiliary taking the responsibility of disposing of the varied stock of knitted goods in their sale shop.

I have put the 129 who make their living on the streets in a class by themselves. They include those who have drifted from institutions and other employments, but who took to the streets in the prospect of a free and easy way of living. In most cases the influencees are entirely demoralizing. Among the best of them a distaste of any steady work is a marked feature, and although attempts have been made, we can scarcely point to a successful experiment in lifting one from the streets into any regular employment. We have known street musicians and readers who preserved their respectability and character, but the temptations to indolence and dissipation are so great that every effort should be made to prevent such a way of living being adopted.

I will not dwell on the position of the 333 persons who are inmates of our poorhouses. I think in all cases where our respectable poor blind people are struggling on the margin of utter poverty every effort should be made to enable them to preserve their self-respect and maintain their little homes. Where the circumstances, however, are not such as to warrant outdoor relief from the parish, I am glad there are such shelters as our poorhouses. If our institutions could devise and provide some simple form of employment that would not require long training they would meet the case of many middle-aged men who can at present scarcely be kept out of the poorhouse. The proportion of our outdoor blind who need temporal assistance is very large. Scotland is not favored, as England is, with Pension Funds for the Blind. Our Societies have the machinery, but not the means, to deal with this matter of pensions, though they have no lack of suitable eases. In various forms of benevolence £2,500 was given by our Societies in Scotland directly to the blind, and we know of at least an equal amount that reaches them from other charities. I would here plead for a Pension Fund for the Blind of Scotland, speaking as I do in the capital of the land.

W. H. Tate, Bradford:—At the time of the Royal Commission of 1889, upwards of 8,000 blind persons, above the age of 21, were in receipt of relief from the guardians, of whom no less than 3,278 were resident in workhouses or workhouse infirmaries. There are many blind persons whose physical strength or mental endowment is below the average, as a result of the causes which have produced blindness, but who are nevertheless capable of learning a trade and of doing something towards earning their living. Though fairly industrious, regular and attentive to their employment, however, they are such slow workers that they can never earn the whole sum necessary for their maintenance. For such persons to receive a little systematic "necessary relief," as a supplement to their wages, would seem to be a reasonable and desirable arrangement. On the main issue that many of the blind, even if they are energetic, can never support themselves by their earnings, I suppose we are agreed. If that be so, some one must, and I suppose actually does, supplement, or there would be partial starvation.

Dr. A. W. G. Ranger, London:—The appalling fact to which I first wish to draw your attention is that there is a very serious proportion of the blind now spending their lives, and, as far as they know, the remainder of their lives, in the workhouse. My own feeling is that there is an obligation upon the various Christian churches of this land to clear the unions of all the blind that are in them.

Mr. H. Stainsby, Birmingham:—I never look to find out what the turnover of an institution is, but what the blind are getting out of it. When

I turn to the Dundee report I am met by the striking fact that the blind workers of Dundee get over £2,000 a year from the trading department. The school department, it is true, is small. I am delighted to know that there are vacancies in the school. I said to one of the ladies who was walking round with me, "I wish your school were empty," and she said, "So do I." Unfortunately, in some parts our schools are congested. I am delighted to know that in Dundee you have places waiting for these little children. Mr. Macdonald told me to-day that one of the most interesting parts of the work here was the work among the little children. We cannot go into the school-rooms without being always affected by their blindness. It is a sad thing to think that these little children must be in darkness for the whole of their lives, that they are past cure, and that all that medical skill can do for them has been unavailing. It rests with us, Christian philanthropists, to do our level best to make their lives happy and to give them the opportunity of becoming self-supporting.

Mr. Pine, Nottingham:—It has been clearly shown that the industrial side of the work for the blind in Scotland is greater than it is in England. The most important question at this conference has been the employment of the blind. We have been shown what can be done for the employment of the blind at Dundee, and I think we have had great examples put before us wherever we have gone in visiting these Scottish Institutions.

Mr. G. S. Wilson, Indianapolis:—I think I can safely say that in the United States we have students who will compare very favorably in the way of literature and music, but we are behind in the industrial features.

Mr. J. P. Kruger, Cape Colony:—I have been very much impressed by finding so many ladies and gentlemen who give their time and patience to the work of the blind. It is the same in South Africa. I find it is uphill work all over the world.

Miss M. Field, Oldham:—I should like to mention two employments which have not been spoken of this morning; one is tab rug-making and the other the manufacture of string bags. The latter has been a great success. The apparatus is quite simple and easy to manipulate. The girl who makes string bags came to me straight from school, and on an average she has earned 5s. a week, and the last few weeks it has been 8s. I pay her 5d. for each bag and sell it for 1s. The girls are not boarded but they are given a dinner every day.

Mr. Colin Macdonald, Dundee:—We have come to the end of a most interesting discussion on a most important subject, but we have not come to the end of the subject itself. I have the honor of moving the following resolution:—"That the problem of the better employment of the blind is of such vital importance and consequence that a National Committee be appointed to consider the questions raised in the paper this morning and the subsequent discussion; the selection of the Committee be left to the Conference Committee."

Mr. H. W. P. Pine, Nottingham:—I should like to be allowed to second this resolution. I think the better employment of the blind is the most burning question we have before us at the present time. The education of the blind is now well assured. What we most require now is opportunities of thorough technical training for them, to be followed by greatly increased facilities for their employment. If we can do something to ensure that the employment of the blind shall be put upon a better footing, then we may rejoice that this Conference has not been held in vain.

IN THE UNITED STATES.

It is generally admitted that Great Britain and several countries of Europe are in advance of America with regard to the industrial education of the blind, and in provision for the adult blind. But that branch of the work is beginning to attract more attention in the United States. In my Report for 1905 I gave a summary of the findings and recommendations of the special committee appointed by the New York Legislature to investigate the condition of the adult blind of that State and to report on the expediency of establishing industrial training schools or other institutions. A Conference of the American Association of Workers for the Blind was held at Saginaw, Michigan, in August, 1905, from the report of which the following extracts are taken:—

Charles H. Jones:—Regarding blindness, both blind and seeing people are coming to understand, that blindness of itself is no valid excuse for idleness or pauperism. Blind children are being taught that their parents, friends and the state expect them to develop into useful, self-respecting, independent men and women; that by the great law of compensation, the lack or loss of one sense may be largely met by the increased development of the others.

Progressive steps, marking as they do an ever-advancing Christian civilization, led thoughtful people to consider the condition and needs of the adult blind. As the result of this consideration and investigation it was discovered that many who had spent from six to twelve years at some school for the blind, while possessing a good literary education, and with minds cultured and broadened by the opportunities they had enjoyed, were still unable to utilize any of their accomplishments to the extent of obtaining a livelihood, and without home or friends were compelled to take refuge in an almshouse or to become mendicants upon the streets. Further investigation discovered another fact, of which the public is still to a very large extent profoundly ignorant, that of the blind people in any state a very large proportion (some estimate at least two-thirds) lose their sight either by accident or disease after they are nineteen years of age, or beyond the age limit in most states for entering the ordinary schools for the blind; and, even could they enter, such a curriculum as these schools present would not be what is needed by these people, many of whom have families depending upon them. Conditions like these, when properly understood by an enlightened public, will not long be allowed to continue.

Every pupil graduated from schools for the blind should be proficient in one or more useful industries, as well as in the literary work to which attention has been given.

While the number of occupations open to the blind is necessarily limited, still from time to time new ones appear, and without doubt as people become interested in the subject and the blind themselves demand opportunities, many hitherto unthought of avenues to usefulness and profit will be opened.

Of the children attending schools for the blind, as of those attending schools for the seeing, only a small proportion will ever be able to obtain their living by what we call a profession. By far the larger number, if self-supporting wholly or in part, must become so through the use of their hands.

Schools for the training of the adult blind should be established in every State; not to supersede the schools for blind children already established, but to supplement them. They should open a door of hope to those

who lose their sight after passing the ordinary school age, by affording them an opportunity at the expense of the State to learn some branch of industry by means of which they may become once more independent. They should also receive such pupils from the schools for blind children as, having pursued their regular course of study, are evidently not calculated to succeed in a professional life, but need an industrial training to prepare them for future independence and usefulness.

Connecticut occupies the proud position of being the pioneer State to provide by legislative enactment for the instruction of her adult blind. Michigan has followed her example, and the day is not far distant when provision for the adult blind will be made by every State.

O. H. Burritt:—Three-fourths of a century ago there were only three institutions in the United States for the education of the blind. To-day there are in the United States and Canada over forty such institutions.

According to the last report of the American Printing House for the Blind, at Louisville, Ky., there were registered in 1883 in the schools for the blind then in existence in the United States 2,442 pupils, while in 1905, 4,422 pupils were receiving instruction in the forty-one schools in this country. Moreover, in 1883 probably every institution then in existence had enrolled among its so-called pupils a very large percentage of the adult blind who were there, either in order to be provided a home—whence the still quite generally prevalent notion that an institution of any kind for the education and training of the blind is an asylum, and that our schools for the blind are charitable institutions rather than an essential part of our public school system—or to become proficient in some trade or profession supposed to be available for blind people. To-day, with very few and notable exceptions, these schools enrol only pupils of school age, *i.e.*, boys and girls between the ages of five and twenty-one years.

There are only ten States in the Union that have not provided some kind of institution for the education of the blind. Only about one-tenth of the blind of the United States are of school age. The Commission found that in the State of New York only 9.72 per cent. are of school age, that is, under twenty-one years.

Mr. Allen:—A kind-hearted superintendent in Philadelphia once started a home department, which soon preponderated. Then came a good working home for blind men; a home for women was also established; the home for men has a waiting list; married men live outside; the men are paid more than they earn; such an institution cannot be self-supporting. Thank God! Philadelphia does not pension the blind, and I do not think the self-respecting blind wish it.

Oscar Kuestermann:—After the Legislature of Wisconsin, during its 1903 session, had wisely provided for a workshop in which the adult blind of our State were given a chance to become self-supporting and to earn their own livelihood, the question arose what branch of industry, what trade would bring the best results. Broom-making was not considered, because the competition in this line was too great and margins cut down to a minimum. Mattress making was thought of, but when it was ascertained that machinery is now largely employed in this line, and prices materially reduced in consequence, we came to the conclusion that this idea would also have to be abandoned. Chair caning was not considered a trade. Looking over the reports of foreign institutions for the blind, we found that of all the lines in which the blind were employed, none promised better results than the manufacture of willow ware. When our shop was

opened in December, 1903, we started with four apprentices, and since then have had thirty-nine blind men on our pay-roll. A few of them left soon after entering, because idleness or the following of some other occupation was given the preference. The great majority of our workmen remained, are happy and contented, and glad of the chance to earn their own living and to enjoy the blessings of work. On entering the workshop the first work taught our men is the making of doll buggies. This enables them to learn the setting up of willows, the fitching of reed and the different closings of the rims, all work which is the foundation of basket making. The first day of work on the buggies varies according to the skill of the men, some succeeding in making four to five buggies a day, while others, less apt, make from one to two. The amount allowed for each buggy is two cents net. In this way the first week's earnings vary from 30 to 60 cents. In the course of one or two months the men are able to make ten to twenty buggies a day, their earnings being from \$1.20 to \$2.40 a week. After becoming experienced in the making of doll buggies our men are put to work on plain baskets, an employment which is more remunerative. In course of time their work includes clothes baskets, hampers, office baskets and all kinds of specialties. All of our workmen are taught from the beginning that all work must be well made.

A statutory provision recently enacted authorizes the State Board of Control to furnish indigent blind artisans, who are not residents of the city of Milwaukee, board and lodging for a reasonable time, and also provide means of transportation from any point within the State of Wisconsin, so as to enable them to learn a trade and become self-supporting, such allowance not to exceed in any one case the sum of \$75.00.

The average weekly earnings of all our men for the first six months was \$2.32; for the next six months, \$3.73, and for the last six months, \$4.20. The weekly average of six of our best workers is \$6.12, and the highest amount earned in one week by any one in our shop was \$10.30. The earnings of the men consist of the difference between the cost of material and the selling price of the finished product. The State of Wisconsin simply furnishes the necessary manufacturing room, salesroom, warehouse, fuel, tools, and pays the wages of the superintendent and instructors. While up to the present time only men have been employed, it is our intention to find out some occupation for the blind women of our State, the last Legislature having appropriated the necessary funds for this purpose.

Mr. Kuestermann thinks the lazy man would not work in a home where maintenance is given free; in a workshop a man who does not work does not earn, and he will soon find out that it is either work or go to the poor house, if he has no other means. Women could not succeed as willow workers.

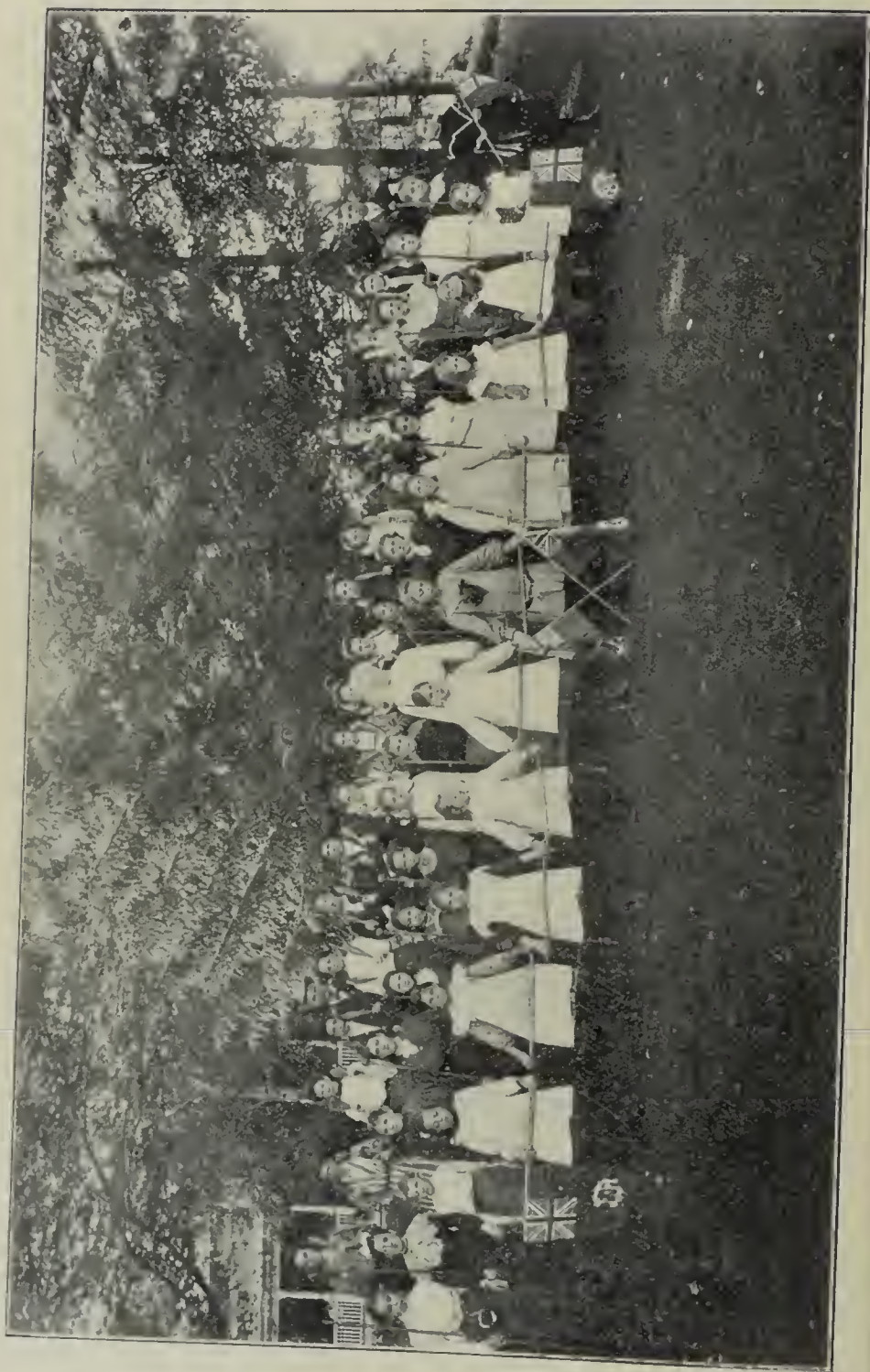
Charles F. F. Campbell:—It is a significant fact that of the 65,000 blind persons in the United States less than 5,000 are attending schools. This small attendance results in part from the non-enforcement of the compulsory education laws and to a much greater extent to the fact that of the 65,000 over 75 per cent. are adults and have become blind long after school age. Of this large group of adults nearly half are over sixty years of age. For the aged blind, little can be done except to brighten their lives. For the group of unemployed able-bodied blind people between the ages of twenty and about fifty, little has been done of a practical nature in the United States, as compared to the work in Europe. On the other side of the Atlantic, work shops for the blind are quite as numerous as

schools. In this country Industrial Institutes are needed where those who are unqualified to benefit by the training in the schools for the blind and those who lose their sight beyond school age may be taught some trade. It is arbitrary and unprogressive to say that sewing, knitting, chair caning, broom, basket and mattress making are the only industrial lines of work open to the blind. The vital question is, what remunerative occupations are available for them? For the women, modern hand weaving deserves thorough testing. Another shop industry is the manufacture of a patent broom for cleaning the switches of street car tracks, and mops. It is folly to attempt to cast all the workers in the same mould. When enough pupils have learned a given trade they should be assisted to start a small workshop on a business basis in some city near their homes.

C. S. McGiffin:—The Indiana Industrial Home for Blind Men is a private enterprise, located in Indianapolis. It is only a workshop where blind men are employed at making brooms. This institution was organized and incorporated in 1899. The funds with which our factory is operated are secured by subscriptions. Some of our men earn as much as \$7.00 or over a week, while others can earn scarcely \$4.00 a week. Our pay rolls show an average earning of about \$5.10 for each man a week. The most of our workmen have learned a trade at the State School for the Blind, during their youth, but are not competent to operate their own factory, and, like the majority of men with sight, they prefer working for others. But there is another class of unfortunates, who are perhaps more needy in many instances than those whom we are now employing. I mean those who have lost their sight since becoming of age and are not admitted into our state schools for blind children. We are constantly receiving many requests from both married and single men, ranging in age from about 25 to 50, and over, who have lost their sight mostly by accident, and who are unable to maintain themselves while learning a trade. For the benefit of this class, we have twice placed a bill before our State Legislature. This bill provided for the maintenance of not to exceed 20 adult blind men, at any one time, at the rate of four dollars per week for each, and only for a period of two years. In 1903 this bill was vetoed by the Governor. It was introduced again, but was fought desperately by the labor organizations and failed for a second time.

Esther J. Giffin:—At the Edinburgh Conference an especially valuable feature was an exhibition of work done by the blind, contributed by 27 institutions. The industrial work was well done, and the institutions give employment to hundreds of sightless persons, but most of it is done at a loss.

Charities and the Commons:—Dr. Howe, the great pioneer in work for the American blind, clearly saw that there were two problems in helping the blind—the one distinctly scholastic and the other industrial. To-day we still have in the mattress shop, started by Dr. Howe, one of the best examples of a successful industry for the blind. Unfortunately, the general public, blinded by their wonder at the fact that the blind can even be taught to read and write, failed to uphold the early superintendents in their efforts to satisfactorily solve the industrial problem. As a result the line of least resistance was followed, and to-day we have 4,500 children being educated and very few men or women over twenty years of age receiving trade training. This state of affairs has, largely as a result of the cry of the blind themselves, become more and more clearly recognized, culminating in the appointment of such commissions as have recently



Physical Culture Class on Bowling Lawn, O.I.B., 1906.

served in New York and Massachusetts. The literature of the movement is not, as yet, large. A first step is a demand for facts—to find out who the blind are, their age, the age when they became blind. These investigations are showing that the same needs which characterize different classes of the seeing—the vigorous, the thriftless, the industrious, the anæmic, are to be found among them; and that from the standpoint of the community the significant fact is not lack of sight—which in an intellectual and æsthetic sense can be largely overcome by the methods of the schools—but their insulation as members of economic society. Therefore comes a demand that the scholastic institutions dealing with blind youths prepare them more concretely for after life. The third step is a demand that agencies be devised to train industrially those who become blind after maturity—not, in most cases, as permanent industrial backwater groups where the inefficient may be cared for because of their sightlessness—but as way stations through which the trained blind may gain a footing in the community life of their generation. It will be seen, therefore, that to the general public one of the most urgent appeals is for a new attitude toward the blind. That attitude can best be stated in these words of a superintendent of one of the most progressive American institutions in this field:

Everyone realizes the blessing of sight to such an extent that he is scarcely able to think rationally of blindness.

We who are surrounded by the blind do not fail to realize some of the terrible consequences of the affliction; we never become hardened to the condition, but, as physicians do, direct our sympathy into channels that are practical.

My interest in the adult blind is neither sentimental nor pathological, but simply sociological. I might tell you of old men and women in pitiable plight, but they are often over eighty years old, and would be nearly as badly off with their sight; again of a graduate of a school for the blind who may have been afforded the utmost advantages the school can give and yet be unable to support himself, but he is likely to be diseased in body or perverted in mind or to have defects of character which would make his success impossible if he had the best of sight. I am not ready to generalize or to give an answer to the problem until I know all the elements of it. It is like a question in proportion in many terms, the distress of individuals being but one term. I have great fear of movements started by those whose eyes are too full of tears for perfect vision or whose hearts are so large as to take all the blood which belongs to both the heart and head.

Helen Keller:—Opportunity to work is what we ask, not charity. We know from experience that the blind can be made self-supporting. To assist the blind to attain self-competence not only endows them with happiness, but relieves the State of the burden of their idleness. Contrast the beggar at the street corner with the self-supporting, self-respecting blind citizen, and ask if the transformation from one to the other is not a gain to you and to me as well as a veritable re-creation for him.

The current report of the New York State Board of Charities Committee on the Blind states that "the experience of the two schools of the blind in this State has been that those who make the best use of the scholastic years are best fitted on graduation to enter into ordinary business competitions and activities, hence the greatest stress is laid on thorough scholastic training; and although the schools find it necessary to furnish a certain amount of industrial drill and trade instruction, this branch of the school work is regarded as of secondary importance."

The committee's report states elsewhere that the "industrial or trade instruction is left largely for the years between twenty-one and thirty, when it usually becomes the major interest. In the institutions the occupations are limited, and even when the blind become expert, do not afford large enough returns to satisfy reasonable desires."

Dr. F. Park Lewis:—For every blind man placed upon his feet and made independent and self-sustaining, the gain to the state is enormous. He becomes an object lesson, an inspiration to those similarly afflicted, a help and an encouragement to the disheartened and hopeless. The blind man who, while still well and strong, becomes a pauper, is not only a burden upon the charitable, but a pernicious element in the community in that he unconsciously influences the weak and the lazy to beg, when they should work, to lean, when they should stand upright.

While among the blind there are always a few who, by reason of natural gifts or unusual opportunities, will succeed without outside help, the large majority are merely average men and women. When blindness comes suddenly the man is at first stunned, then confused, then appalled by the apparent hopelessness of his position. He had always depended upon his eyes to guide his every movement; and when he finds that sight is gone, there comes a sense of utter helplessness. His usual movements are imperfectly co-ordinated and his attitude and gait take on an exaggerated awkwardness. In the manual laborer, the brain action is not usually rapid. The routine muscular movements under the guidance of the eyes have become largely automatic. When one element of the associated functions is taken away the movement of all becomes hesitant and uncertain. Then rapidly follows loss of self-confidence. The man can no longer do the simple things that he had all his life done, although sight is not required to do them. He cannot walk freely and rapidly on an unobstructed surface, although he is assured that he may do so without danger. He must be readjusted to the altered position in the world in which he finds himself. It is the critical period in his new life. He must be taught to believe in himself. He must find himself.

There is a tide in the affairs of blind men which must be taken at the flood. After blindness becomes an established fact in the adult every month in which he is allowed to remain an aimless sit-by-the-fire makes more difficult his ultimate reclamation. It is at this exact time that friendly intervention is most readily accepted and is most useful. He must be shown that blindness and helplessness are by no means synonyms. He has never before this been interested in blind people. He has never dreamed of a blind man working with his hands or with his brain, or both, at some remunerative employment. He has yet to learn that men who cannot see can yet make beautiful willow baskets that bring good round prices and that blind women can and do weave exquisite fabrics fit for household use. He is at the crossing of the ways, but he is not going to remain there indefinitely. One road leads to activity, to potential, if not actual, happiness—to occupation, man's mental, moral and physical salvation—the other leads to apathy, mendicancy, loss of self-respect, often loss of character. Which road he will take after a comparatively short period of hesitation will depend partly on the man himself, largely on the inspiration given him from outside. He must have his belief in himself re-established. He must be shown what the blind can do, what he can do—how he can do it. All of this new knowledge must be brought to him and he must be made to feel that the world has a place for him which he must be fitted to fill.

But, for this, training is necessary. The old habits must give place to new ones. The old trade, that of a stonemason, perhaps, or of a carpenter, must be exchanged for the new one for which eyes are not so necessary—that of a broom maker or of a chair caner. Here, unfortunately, at this critical point in his career, he turns to us in vain. We have schools for the young blind, but for the man or woman to whom this frightful affliction has come—up to the present time no adequate provision has been made.

The immediate need is the industrial school. The blind man is facing a new life. He is as unfitted as a child to meet it alone. He must be taught to use his hands and his head in a new way. He must be inspired by being brought in touch with other blind workers who have succeeded. His aptitudes must be studied and the work for which he is best suited chosen for him. Then he must be encouraged, set to work, taught the trade in which he is most likely to succeed. Shop schools should be established in various centres of population. They should be maintained by the state and should be work schools simply. They should be under one general and uniform supervision. These should not be allowed to become homes, and only those should be admitted to their benefits who are mentally and physically capable of profiting by a limited course of instruction. Many of the blind require charitable aid, but this should be administered through other channels.

Charles F. F. Campbell:—The purpose of every school for the blind, while equipping its pupils for the life they are to lead, ought also to aim definitely to make its graduates self-supporting. If the present system is not accomplishing this, it is high time the matter should be discussed. More should not be expected of the blind child than is expected of the seeing. Most blind children come from that class from which is recruited the vast army of industrial workers. It is unreasonable to try to make professionals out of those who, had they sight, would become artisans or laborers. One of the reasons why workshops for the blind have not paid has been that charity, correction, education and business have been hopelessly mixed. There ought to be fifty lines of industry open to the blind, instead of less than ten. Homes for the able-bodied under fifty years of age seem to be inexcusable. No person should be sent to the poor house because he is blind, but, on the other hand, blindness should not keep him from where, under similar circumstances, he would be if sighted.

Luey Wright:—The blind need more instead of less education than the seeing, and adults becoming blind need immediate encouragement to work. Otherwise they fall into idleness, ill-health and even danger, and the feeling that blindness makes questionable occupations legitimate continues to grow.

E. P. Morford:—First, there is a class who are capable of supporting themselves without the aid of any organized effort in their behalf. Second, there is a class who are capable of self-support if started with the aid of organized effort. Third, there is a class who, although they strive earnestly, are not capable of supporting themselves without organized effort. Fourth, there is a class who, with or without organized effort, will not try to support themselves, but rather expect their support to come in some way from the public. The Industrial Home for the Blind of Brooklyn has taken hold of this problem in a practical way by establishing under its roof workshops for blind mechanics, with a home or boarding house attached. The home is not self-supporting and is dependent upon the contributions of persons who are interested in its welfare. It does not receive city or state aid.

The inmates are expected to pay \$2.75 per week for their maintenance. Idlers are not wanted. About 35 per cent. of the workmen are married and live in their own little homes with their families.

J. P. Hamilton:—The Lansing school tried at first to meet this demand (for industrial instruction of adults), but these endeavors, which at best only could benefit a few of the many who needed such aid, so imperilled the usefulness of the school as a moral and intellectual educational institution for the youthful blind and also resulted in such financial loss, that these efforts to assist the older blind were entirely discontinued. The problem of how best to care for and help the adult blind has not been solved. The work is new and necessarily in more or less of an experimental stage. There are many pursuits which blind people can follow, but very few which can be followed with enough rapidity to make them practical as life work. To illustrate: Blind girls are perfectly capable of doing the best kind of work with ordinary knitting machines such as are used in all knitting factories, but they work so slowly that they cannot make wages enough to keep themselves.

C. F. F. Campbell:—All over the world can be found workshops for the blind. If it was only possible to find some article requiring a large amount of hand work which could be patented and held exclusively for the blind, our problem would be solved.

A WORKING HOME FOR THE BLIND.

MRS. C. R. MILLER, IN *Leslie's Weekly*, 29TH MARCH, 1906.

One of the serious problems confronting philanthropy is the care of the indigent blind. The best system along this line yet devised seems to be the one adopted by the State of Pennsylvania, which not only provides food and shelter for these unfortunates, but also some employment to divert their minds from their affliction, to keep them from becoming street beggars for the benefit of others, and to enable them to earn enough to be practically self-supporting. The Pennsylvania Working Home for Blind Men was the first, and is still the largest, of its kind in the United States. The home is situated on Lancaster Avenue, in West Philadelphia, and consists of three substantial buildings—the superintendent's cottage, a large house where the men who have no families may board, and a four-story factory, 212x90 feet. The property, which is enclosed in a spacious yard, is valued at \$283,000. As broom making seems to be the best possible employment for the blind, the principal part of the factory is given over to this industry.

While it is impossible for a blind man to complete a broom, he is able to do three-fourths of the work—more in this than in any other trade. Experience has shown that nearly every blind man, no matter how unskilled, can learn to size broom-corn—that is, he can sit at a machine which has a number of raised measure marks and a knife worked by a treadle. With this he prepares stalks for five different sizes of brooms, and places each one in its proper rack. This work is usually done with great rapidity and fingers are rarely cut. Ninety per cent. of the men can sew a broom, and about fifty per cent. can learn to wind. The latter seems to be the most difficult for sightless eyes, yet there is a man at the home who is deaf, dumb and blind, and who winds a broom perfectly. He selects the proper length of corn from the boxes at the side, twists the wire around the

handle, hammers in the tacks, and finally with a sharp knife trims the edges. This man, who is now about thirty-two years old, has been in the home for eight years, and his wages average five dollars per week. When communication with him is necessary, it is done by writing with one's finger on the palm of his hand, which he understands readily. He is apparently happy and contented, works steadily, and has saved some money. One of the "sizers" is also totally deaf, and so keen is his sense of feeling that the men frequently write with their fingers on his back or arms the words they wish to speak. At one of the tables an interesting blind youth stems the corn, selecting the rough pieces for the inside of the brooms. This young man is also a fine musician, and spends many evenings at the piano in the home, much to the delight of the less educated.

One hundred and nineteen blind men are working at present, and, with the assistance of twenty-five who can see, they have in the last two years manufactured more than a million brooms and received in wages about \$56,000. An average week's work amounts to about \$7, although some have earned \$15. Four hundred tons of Illinois broom-corn is used each year, and while the principal market is in New York and Boston, a large consignment was recently shipped to Dublin, Ireland. The brooms manufactured are of good quality and retail from forty to fifty cents each. No imperfect goods are put on the market, as the men are taught that the laws of the business world are stern, and that the merchant who to-day signs a cheque as a donation to the institution which shelters them would to-morrow refuse to buy their product if the workmanship was inferior.

The scenes in the factory are little different from those of any other. The men laugh, sing, and tell jokes. They know the sound of each other's footsteps—especially that of Mr. Geo. W. Hunt, the superintendent, who joins in their pleasures and comforts them in sorrow. A number of the men have families and reside near by, while many who learned the trade at the factory are working for themselves in different cities. Carpet looms, where rag carpets are woven, are also operated by blind men. Rags for this purpose are frequently sewed at different institutions, and the Working Home for the Blind receives twenty-five and thirty-five cents a yard for furnishing chain and weaving the carpet. Chairs are also re-caned at prices ranging from sixty cents to three dollars and a half, according to the style.

Life at the Home is simple and comfortable. The men pay \$2.25 per week for board, washing and mending. The sleeping rooms are large and airy, and a general bath room is provided, as the superintendent insists upon cleanliness. The food is plain, but wholesome, and several waitresses are on hand at meal time to cut the meat, butter the bread, and see that every man is properly cared for. All churches and nationalities are represented, but, regardless of creed, the men assemble in the little room known as the chapel each evening after supper, where a chapter from the Bible is read to them by Mr. Hunt. Some of the men have good voices, and often hymns are sung with the piano accompaniment of the blind boy who stems corn in the factory. The latter part of the evening is spent in conversation or in the library, where a number of raised letter books are to be found.

The labor of the institution is, of course, not as rapid in execution as the labor engaged in the industrial world, and, its product being comparatively small in quantity, does not yield sufficient for its proper support. It is not surprising, therefore, that the Blind Working Home does not pay.

and that the deficit must be made up by private donation and a State appropriation. But it is almost a sacrilege to view such work from a commercial standpoint, for the profit does not lie in the dollars and cents that go into the pockets of the workmen, or into the treasury of the institution, but finds its expression in the joy and comfort which are ministered to those poor unfortunates. To the donors it has its reward in the consciousness that the burden of affliction has been lifted, that speech has found a substitute for use by the dumb, and that light has been let into the souls of the physically blind.

LIBRARIES.

The Teachers' Library contains books of reference, poetry, biography, history, fiction, etc., which are used by the teachers in preparation for the work of their classes, and from which readings are given by the teachers to the pupils every evening. These books are printed in the common black type.

In the circulating library are 280 books in Moon type and 100 books in New York point print. Subscribers to the circulating library have access to the Pupils' Library, which contains over 1,000 books in line letter and 1,000 in New York point. These books are loaned to applicants, who can furnish proper recommendations, free of charge, and they are carried to and from the institution free of postage.

The total enrolment of subscribers to the circulating library is 127; the number of readers during the year ended September 30th was 49; new readers enrolled during the year 13; number of books issued 227. The number of books loaned since the library was established is 1,576.

The following books have been procured for the Teachers' Library:—

- America, Travels in North, Hugh Murray, 2 vols.
- Bible in India, Jacolliet.
- Bubbles, by An Old Man.
- Cæsar's Commentaries, translation and notes.
- Charles and Marie, de Souza.
- Comedies and Proverbs, Piotevin.
- English Constitution, DeLolme.
- English Prose, 4 vols.
- Mrs. Falchion, Gilbert Parker.
- Hebrew Commonwealth, John Jahn.
- History, Lectures on Modern, Wm. Smyth, 2 vols.
- Homer's Iliad, Pope's translation.
- Inventions, History of, John Beckman, 2 vols.
- Jeune Aveugle, Montolieu.
- Lectures and Essays, Sir Stafford Northcote.
- Mirror, the Edinburgh, 3 vols.
- Moral Sentiments, and Origin of Languages, Adam Smith.
- Poems, Lady Flora Hastings.
- Poetical Quotations, Dictionary of, Sarah J. Hale.
- Poets, British, Chaucer to Burns.
- Political Cyclopædia, 4 vols.
- Puritan Nomenclature, C. W. Bardsley.
- School-room Rhymes, John Given.
- Scripture Lands, Kitto.
- Shakespeare, Age of, Seecombe and Allen, 2 vols.

Shakespeare, Readings from.
 Shakespeare's Works, with notes, Carruthers and Chambers, 10 vols.
 Woman's Work and Woman's Culture, Josephine E. Butler.
 World, the, Adam Fitz-Adam, 4 vols.
 Bible Encyclopædia, 3 vols.
 Cooper's Novels.
 George Eliot's Novels.
 Miss Alcott's Works.
 Life of Brant.
 Great Englishmen.
 Modern Banquet Orator.
 Gospel Hymns.
 Tackabury's Atlas.

The following in point print have been purchased for the Pupils' and Circulating Libraries:—

Robinson Crusoe, 2 vols.
 King of the Golden River, Ruskin.
 Captain January, Laura Richards.
 The Day's Work, 2 vols., Kipling.
 Twelfth Night, Rolfe's Notes.
 Rebecca of Sunnybrook Farm, 2 vols.
 The Virginian, 3 vols.
 Selected Stories, Aldrich, 2 vols.
 The Oregon Trail, 2 vols.
 Handbook of Modern Japan, 2 vols.
 That Preston Girl.

THE STAFF.

Minister of Education (in charge):

HON. R. A. PYNE, M.D., LL.D.

Deputy Minister:

A. H. U. COLQUHOUN.

Officers of the Institution:

H. F. Gardiner, M.A.	Principal.
W. B. Wickens	Assistant Principal.
W. N. Hossie	Bursar.
J. A. Marquis, M.D.	Physician.
B. C. Bell, M.D.	Oculist.
Miss A. M. Rice	Matron.

Teachers:

W. B. Wickens	Literary.
P. J. Roney	do.
Miss C. Gillin	do.
Miss M. E. Walsh	do.
Ernest A. Humphries	Music.
Miss E. Moore	do.
Miss E. Harrington	do.
Miss E. Lee	Kindergarten and Domestic Science.
Miss L. H. Haycock	Knitting and Crochet.
Miss E. Loveys	Sewing and Netting.
Miss K. Burke	Assistant Knitting and Sewing.
T. S. Usher	Piano Tuning.

George A. Ramsay.....	Supervisor of Boys.
Miss M. J. Cronk.....	Visitors' Attendant.
Mrs. J. Kirk.....	Boys' Nurse.
Miss M. Stewart.....	Girls' Nurse.
J. B. Wilson.....	Engineer
G. G. Lambden.....	Carpenter.
G. Grierson.....	Baker.
D. Willits.....	Farmer and Gardener.

FARM, GROUNDS AND BUILDINGS.

The outside woodwork of the western half of the main building was painted during the summer, and the barn and stables and workshop were also painted. New outside doors were provided for the workshop and western entrances to the main building. Hardwood floors were laid in the kitchen hall, boys' lavatory and one of the music rooms. Two of the doors were enlarged to facilitate the moving of the pianos. The usual amount of painting, oiling and kalsomining was done inside.

A new implement shed was erected, and the small tool house was removed. A covering of wood and tar paper was put around the cement silo to exclude frost. A handsome verandah was added to the Principal's residence. An ice-house is under construction. Owing to pressure of work in the Public Works Department it was not found possible to undertake the change in the heating system, for which an appropriation was made by the Legislature. A new lavatory was equipped in connection with the hospital, and several pipe drains were taken up and relaid. The flat roof of the bell tower was thoroughly repaired, and missing and broken slates were replaced where needed. Considerable work was done upon the eavetroughs and conductor pipes.

Outside, one of the most important improvements was the installation of seven electric lights for lighting the grounds, which were formerly not only dark but dangerous. The spruce trees bordering the centre walk and the grove near the Brant Avenue entrance have been trimmed, thus greatly improving their appearance and allowing light and air to circulate. The centre walk from St. Paul's Avenue to the farm crossing and a portion of the walk on the hill were rebuilt in cement, and cement steps were constructed at the west end door. Twenty-five elm trees were planted on St. Paul's Avenue, but there is little encouragement to continue work in that line, since the civic authorities permit the mutilation of beautiful trees to make room for trolley poles and feed wires. The boys' walk from the farm crossing to the top of the hill was taken up and laid with new scantling, the grade being improved.

The abundant rain in the fore part of the season ensured good crops of wheat, oats, corn, potatoes, and roots; the garden vegetables turned out well; the apples, though not of the best quality, are abundant.

VISITORS.

Many visitors from various parts of Canada, and not a few from the United States, are shown through the class rooms and any other portions of the buildings they care to see. From their expressions of opinion, they seem to be well satisfied with the work the Institution is doing, and will say a good word for the school when opportunity arises. They are made welcome from 9 a.m. to 4 p.m. on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays, but not on Saturdays or Sundays.

While the parents and other relatives of the pupils are at liberty to come at any time, it is proper to remind them that they cannot be lodged in the Institution.

H. F. GARDINER,
Principal.

BRANTFORD, October, 1906.

PHYSICIAN'S REPORT.

HON. R. A. PYNE, M.D., *Minister of Education for Ontario:*

SIR, - I have the honor to submit my annual report as Physician to the Ontario Institution for the Blind.

The past year has been an uneventful one, in that with very few exceptions the officials and pupils have been singularly free from serious illness. The pupils have not only kept free from disease, but have in many cases been greatly improved in general health and appearance. This fact speaks well for the diet and general regulation of the Institution, with its regular hours for retiring, meals, work, recreation, etc.

There has been a noticeable improvement in the physique of many of the boys particularly, during the past year. This is due to the work of Mr. George Ramsay, who has charge of the physical training classes. The interest taken in games has been quite remarkable and certainly must tend to better the physical and mental tones of those who become interested. Some such special supervision among the girls would, I think, be followed by good results.

During the early part of the past session we had a few cases of whooping cough.

During the summer there have been improved plumbing conveniences added to the Isolation ward, situated over the workshop. This makes it fairly complete, and contagious diseases can now be well handled without taking the patients from the grounds.

I have the honor to be,

Sir,

Your obedient servant,

J. A. MARQUIS.

BRANTFORD, Sept. 1st, 1906.

OCULIST'S REPORT.

To HON. R. A. PYNE, M.B., *Minister of Education:*

SIR, - I have the honor to submit my report as Oculist to the Ontario Institution for the Blind.

On March 29th and 30th I examined as follows: -

	Males	Females	Total
New pupils.....	13	9	22
Pupils re-admitted after an absence.....	3	4	7
Old pupils.....	12	12	24
			—
Total examined.....			53

There was no question as to the eligibility of any of the pupils just entering, but one old pupil, from whom I removed a degenerated eye which had been a menace to its fellow, I reported, might safely continue his education at a public school, as there was no longer any danger to his good eye.

The usual number of pupils blind from infancy, but delaying attendance at the Institution until anywhere up to the age of twenty, are in evidence. It seems impossible to impress the parents of many of these children with the importance of beginning their proper education early in life. I must add, though, that the Principal deserves credit for the improvement he is bringing about in this respect.

A number of acute eye and ear troubles required my attention during the year, but in nearly all the cases the pupils recovered their former condition. There was an agreeable absence of contagious eye troubles, not one having been brought to my notice.

Respectfully submitted,

B. C. BELL.

BRANTFORD, Sept. 4th, 1906.

LITERARY EXAMINER'S REPORT.

HON. R. A. PYNE, M.D., *Minister of Education*:

SIR,—In submitting the report of my examination of the literary department in the Ontario Institution for the Education of the Blind, there is very little of a general nature to state.

In the Kindergarten work the classes are large enough to engage the attention of more than one teacher. Miss Lee does exceedingly good work, and in an ordinary school she would find the class small enough, but in this Institution the conditions are so different that an assistant would be most valuable. We find here children very young and in the same class an occasional pupil fifteen or sixteen years of age. This may be accounted for in part by the fact that parents from natural affection towards a child, especially one with some defect, are reluctant to let such a one leave home until they realize that something must be done for their offspring. Thus a child of fifteen or sixteen must begin with one of seven or eight. If parents knew the nature of the training at this Institution, they might be induced to part with their children earlier in life.

Again, we find boys or girls of foreign extraction. Sometimes these are very quick to learn, but they require special attention. In this class, among those of French origin there is one boy who last October knew no English, but, for all that, passed a very creditable examination in English Reading, so good an examination in fact that he was allowed full marks.

One little fellow was present with his left hand and left side partially paralyzed. It was impossible for him to trace the letters in reading, without a guiding hand.

From such instances one may gather that progress must be slow, and that the services of an assistant Kindergarten teacher would prove very valuable.

The change in spelling book, recommended in my last report, has been adopted, and an authorized Canadian edition is now used.

The recommendation in my last report, in reference to Latin, also has been acted on, and though the ground covered is not extensive, yet a very promising beginning has been made.

A detailed statement of the work of the various classes during the four days' examination, held from June 12th to 15th, inclusive, will be found in the following:—

MR. WICKENS' CLASSES.

Arithmetic.—Simple questions in fractions. This class consists of seven boys and nine girls with great variety of ability. Three of the pupils obtained perfect marks, the percentage of the class ranging from 0 to 100 with an average of 63.

Geography.—British Empire. In this class of eight boys and fifteen girls the answers generally were good and showed careful study, though some were poor, the marks ranging from 17 to 100 per cent., and averaging 76.

Reading.—This is the senior class and consists of six boys and ten girls. The book of selections is in point print. The marks assigned were from 50 per cent. to 85, with an average of 67. The pupils were examined in a piece of several lines, and afterward, to show that they had not memorized the work, detached lines were selected for them to read, and they stood the test very creditably.

Latin.—First conjugation; first and second declensions, nouns and adjectives. Though the ground covered is not very extensive, the work has been done thoroughly and the results are highly satisfactory. The class of six boys and twelve girls answered with great readiness and accuracy, all but two obtaining full marks.

Bible Geography and History.—The period covered is from the end of the Old Testament to the beginning of the New Testament. This class consists entirely of boys, twenty in number. High marks were obtained, from 50 per cent. to 100, the average being 84.

Spelling.—There are four divisions in this class, composed entirely of boys, consisting respectively of nine, eight, five and four pupils. The marks assigned to these four divisions were respectively 78, 83, 77 and 81 per cent., being an average of about 80.

MR. RONEY'S CLASSES.

Arithmetic.—Subtraction, multiplication to 12 times 20; easy problems. In this class there are three divisions containing seventeen pupils (nine boys and eight girls) with great variety of ability, the marks varying from 25 per cent. to 100, with an average of 76. This junior class has much good material.

English Grammar.—Parts of speech and the analysis of simple sentences. There are twelve boys and nine girls in the class, and with the exception of two the pupils have a grasp of the work. Some of the class are exceedingly bright. The marks assigned were from 0 to 100 per cent., averaging 74.

Geography.—Canada, particularly Ontario. Map and book work of the Public School Geography. This is a junior class of nine boys and four girls. The answers indicated excellent work, two pupils obtaining full marks. The pupils were graded in marking from 67 per cent. to 100, with an average of 85.

Reading.—Embossed Readers, I., II., III. This class of eight boys and eight girls has several good readers, as is indicated by the marks from 40 to 95 per cent., with an average of 75.

Writing.—This is a senior class of eleven boys and twelve girls, and the results are very creditable. The importance of writing cannot be too strongly emphasized. The pupils obtained in marking from 35 to 95 per cent., making an average of 75 per cent.

MISS WALSH'S CLASSES.

Arithmetic.—Fractions, measurements of rooms, carpeting, general problems. This is a senior class of six boys and ten girls, and some of the pupils are very quick in calculation. Several took full marks, the range being from 10 per cent. to 100, giving an average of 73 per cent.

English Grammar.—The work for this intermediate class consists of definitions, the indicative mood and the parsing of simple sentences, and the ground has been well covered. The marks were from 35 per cent. to 100, with an average of 78 in a class of five boys and ten girls.

Geography.—This junior class of fifteen boys and eleven girls have had for their work definitions, Ontario, physical features, railways, products, New Ontario, provinces with capitals, etc. The pupils are greatly assisted by the use of the dissected map, which tends to make the study of geography more practical. It certainly adds interest to this very important subject. The marks varied from 38 to 100 per cent., the average being 78 per cent.

Reading.—There are two divisions in this class, the senior, consisting of two boys and four girls in the Third Reader; the junior, one boy and three girls in the Second Reader. As the class is small more individual attention is given to the pupils—a distinct advantage, as is shown by the high marks received from 60 to 100 per cent. with an average of 90.

Writing.—In this class of six boys and ten girls the work consists in writing single words, with the use of small letters, though some try capitals. The marks varied from 20 per cent. to 80, with an average of 45 per cent.

Object Lessons.—A very interesting half-hour was spent with this class of young pupils, seventeen boys and twenty-two girls. The attention in this large class was exceedingly good and they manifested much ability in describing the manufacture of carpets, pianos and other articles. By the use of stuffed birds and four-footed animals they were able to give a description of the Eider Duck, Horned Owl, Wild Turkey, Ferret and others. The answers on the whole were very creditable, especially considering the size of the class.

Bible History.—First six chapters of St. John; parables and miracles from Matthew, Luke and Acts. This class is composed of four boys and twelve girls, all Roman Catholics. The marks ranged from 50 per cent. to 100, with an average of 87 per cent.

Spelling.—This class of nine Roman Catholic girls showed excellent results in the work of spelling, as found in twenty pages of Gage's Speller, all but one obtaining full marks. Here again the small number in the class admits of more personal teaching.

MISS GILLIN'S CLASSES.

Arithmetic.—Multiplication tables to twenty times twenty; weights and measures; simple rules and problems. In a class of eight boys and eight girls the marks ranged from 27 per cent. to 98, with an average of 66 per cent.

English Grammar.—This is a senior class of three boys and eight girls, most of whom showed good preparation in work which comprised the history of the language, a review of definitions, with false syntax, parsing and analysis. The marks assigned were from 40 per cent. to 96, averaging 75 per cent.

Geography.—The work in this subject has been thoroughly done, embracing the United States and South America in detail, and outlines of Mexico, Central America and the West Indies. In a class of three boys and nine girls, four obtained full marks, the rest from 67 per cent. to 92, the average of the class being 86 per cent.

Writing.—The work consists of letters and simple words with pencil and grooved card. There are eight boys and ten girls in this class of juniors. The marks varied from 5 per cent. to 80, with an average of 37 per cent.

English History.—Twenty-four chapters of Justin McCarthy's "History of Our Own Time." This class of ten boys and twelve girls showed marked proficiency and careful training as indicated by the very high average in marks of 93 per cent.

Canadian History.—From the Treaty of Paris, 1763, to the end of the War of 1812-14. The pupils in this class are the same as in English History and have done highly creditable work, receiving marks from 34 per cent. to 100, with an average of 87 per cent.

Bible Geography and History.—The class of eighteen girls passed a very creditable examination of the portion studied, embracing four hundred years between the Old Testament and the New Testament. All did well, the marks averaging 97 per cent.

Spelling.—Gage's Practical Speller, Part I., thirty-three sections; Part V., eight sections. This class of twenty girls acquitted themselves well, taking from 50 per cent. to 100, with an average of 87 per cent.

English Literature.—The pupils in this subject are excellent students and eminently successful. They have evidently done their work thoroughly, difficult though it has been, including the history of American literature from 1620 to 1861; names and locations of Canadian Universities, as well as Shakespeare's play "Hamlet." The pupils without exception (eight boys and eighteen girls) showed an appreciation of the various characters portrayed in this tragedy and passed a highly creditable examination, the average marks being 94 per cent.

Some type-written samples of English composition were submitted for examination, both the compositions and the type-writing being the work of the pupils. Both the subject matter and the mechanical work were excellent.

MISS LEE'S CLASSES.

In the Kindergarten class we found an interesting family of thirteen boys and six girls engaged in picture sewing, mat weaving, paper folding, cutting and pasting, bead stringing, leather lacing, raffia, gift lessons with blocks, making models in clay, etc.

The children are taught to memorize poetry, some of which they recited very well indeed, showing careful training.

The class room is furnished with a piano which is used to accompany the scholars in their musical exercises. Under the guidance of Miss Lee at the piano, the children sang several selections with the sweet effect that only children can produce.

The pupils were examined in the following literary subjects:—

Arithmetic.—Counting by odd and even numbers, addition from one to thirteen, subtraction, multiplication to five times, examples. In this class there are three divisions. The marks assigned were from 50 per cent. to 100, with an average of 87 per cent.

Reading.—There are several divisions in this class of fourteen boys and six girls, some of them remarkably bright. For example, a boy of French origin knew no English last October, but is now one of the best readers in the room. Some require assistance in guiding their hands while tracing the letters, but the majority have overcome that difficulty. The marks assigned varied from 40 per cent. to 100, the average being 76 per cent.

Bible Geography and History.—This class of eleven boys and five girls answered exceedingly well the questions on their work that included the names of the books in the Bible classified, the Apostle's Creed, Lord's Prayer, Ten Commandments, the Beatitudes, Psalms, I., XIX., XXIII., CXVII. The average mark was 98 per cent.

Spelling.—Steps in the Phonic System, words of three letters, mixed words, names of familiar objects. Thirteen boys and six girls compose this interesting class. Average, 98 per cent.

MISS HAYCOCK'S CLASSES.

Bible Geography and History.—This is a bright class of fifteen girls. The answers were excellent, on work including Exodus, Leviticus and Numbers in outline. The marks ranged from 50 per cent. to 100, with an average of 93 per cent.

Spelling.—The work in this class consists of the first twenty-three pages of Gage's Speller, and words pronounced alike with different meanings. In this room there are seventeen girls, most of whom did very well, the marks ranging from 34 per cent. to 100, with an average of 80 per cent.

MISCELLANEOUS.

In addition to these subjects which belong to the literary department proper, there are other branches that occupy the attention of many of the pupils, and, as I was requested to inspect the work, a brief report is here appended.

Under the direction of Miss Haycock, assisted by Miss Burke, forty-one girls receive instruction in knitting and crochet work, and great credit is due to both the instructress and the instructed for the fine samples of their skill.

In Domestic Science, Miss Lee has a class of six girls whom she instructs in the care of the kitchen, setting the table, cooking, dish-washing, dusting, and other branches of ordinary housekeeping.

In the sewing room a class of twenty receive useful lessons in sewing and some in netting from Miss Loveys, assisted by Miss Burke.

In bead-work, Miss Crouk teaches a class of twenty-two boys, with excellent results, and Miss Hepburn (a pupil teacher) takes charge of twenty-nine girls very successfully.

The work in physical culture is under the direction of Mr. Roney and Mr. Ramsay, the former having a class of fifty-three girls, arranged in three divisions. A class of fifteen girls gave an exhibition in club-swinging, bar bells and marching, showing careful training. The boys, to the number of twenty, showed to advantage in dumb bell exercises and marching, the evolutions being marked by vigor and precision. Both Mr. Roney and Mr. Ramsay have produced good results in their classes.

A most important branch remains to be mentioned, where a class of 21 boys may be found busily occupied in the workshop. Here instruction is given by a person who for a generation or more has proved most faithful in the discharge of the duties devolving on him—that is Mr. George Lambden. The rooms are kept remarkably clean and in excellent order. Some of the boys are taught the uses of willow and cane for chairs and other articles, while others are engaged in making hammocks and similar goods, for which there is a fairly remunerative market. Although the pupils enter heartily into the work and apparently enjoy it, yet, if a small percentage were allowed them of the proceeds from the sale of goods made by them, it would be an incentive to greater activity. This suggestion may be worthy of consideration on the part of the Minister of Education.

In conclusion, I would acknowledge the courtesy shown me by Principal Gardiner, the faculty and other officers of the institution, which served to make enjoyable the otherwise somewhat arduous duties of examiner.

I have the honor to be,

Sir,

Your obedient servant.

S. F. PASSMORE.

REPORT ON MUSICAL INSTRUCTION.

HON. R. A. PYNE, M.D., *Minister of Education*:

SIR,—I beg to submit the result of my examination of the Musical Instruction given at the Ontario Institution for the Blind, Brantford.

The examination was held on the 30th and 31st of May, 1906, and conducted under the following heads:—Piano, Organ, Theory of Music (Harmony, Counterpoint and Musical History), Singing and Vocal Class. Some work of the members of the graduating class in piano tuning was also heard. Sixty pupils have been studying music during the last year, of whom fifty-nine took up the piano, nine the organ, two singing and nineteen musical theory. With the exception of two, each one was heard by me separately. As in former years, several of the students availed themselves of the local examinations of the Toronto College of Music. Thirteen presented themselves this year and passed the examinations; the results are incorporated in this report.

The Piano course of the O. I. B. has pupils in every stage of development, from beginners to graduates. One finds, of course, among so many, talents in varying degrees, but it is pleasant to note that, while the more

gifted pupils are being well taught, the others, with less talent, are by no means neglected—all being carefully grounded in the essentials of touch, technique and musical expression.

The grades are from I. to IV., each with subdivisions A, B, and C. In Grade I. there are 28 pupils—16 in Class A, 6 in Class B, and 6 in Class C. Of the sixteen pupils in Class A (the lowest) two may be singled out from the others as being very promising, five as being somewhat less so, and eight who only do fairly well. One was not heard. Of these latter, four are adults who are taking a little piano work in connection with tuning. In Class B there are six pupils; three are fairly bright and are doing well; the others are slower. Of the six pupils in Class C, two are capable, two are fair, one is very slow; the last was not heard.

In grade II. there are nine pupils—four in Class A, three in Class B, and two in Class C. Of the four pupils in Class A, two are doing very well and the other two fairly well. Of the pupils in Class B, one is good and two are fair. Both of the pupils in Class C are doing well; one of them passed with first-class honors the first examination of the Toronto College of Music and the other gives much promise.

In the third grade are twelve pupils; seven in Class A, three in Class B, and two in Class C. Three of the pupils in Class A passed the first examination of the Toronto College of Music with first-class honors, and one of these three must be noted as being exceptionally promising; another passed the same examination with honors, and another obtained pass standing; the other two pupils in Class A do fair work. Of the three pupils in Class B, one passed with honors the Toronto College of Music first examination; the other two are doing fairly well. One of the two pupils in Class C passed the Toronto College of Music second examination; the other does fair work.

In grade IV. are nine pupils; two in Class A, five in Class B, and two in Class C. The two pupils in Class A passed the second examination of the Toronto College of Music, one with honors. Of the five pupils in Class B, one has passed with first-class honors the Toronto College of Music third examination; three play fairly well; the other has a weak technique. Of the two pupils in Class C, one of them, Miss Mary Macdonald, was this year awarded the Piano Diploma of the College of Music; the playing of the other is fair.

The single pupil in grade V. (the highest), Miss Hester Pouting, has, with Miss Macdonald, obtained the Piano Diploma of the Toronto College of Music. Without being exceptionally brilliant, these young ladies are good players, and during the last few years have been conscientious students. Their reward is well merited.

The pupils in the Organ class are divided into grades II., III. and IV. In grade II. are two pupils, neither of whom could appear. In grade III. there are six pupils. Of these, three are playing quite well, one particularly so; the other three are fair. The one pupil in grade IV. played some French music in a brilliant manner.

The pupils in Musical Theory (under Miss Moore) are divided into three classes, A, B, and C. Of the ten pupils in Classes A and B, nine of them passed the First or Second Theory examinations of the Toronto College of Music. The four pupils in Class A, who are doing advanced work, all passed the second examination of the College, working papers in written and practical harmony, counterpoint and musical history. Three of these pupils did remarkably good work in counterpoint and history, obtaining 80

per cent. and more of the marks, and standing near the head of the list among this year's successful candidates of the Toronto College of Music. Of the six pupils in Class B, five passed the first theory examination of the Toronto College of Music, three of them scoring high percentages. The junior pupils of Class C worked papers set for them in harmony and history. The average mark obtained in Harmony was 64 per cent., and in History 36 per cent. The lower average in this class, when set against the more satisfactory showings of the diploma candidates, would seem to indicate the stimulus exerted by examinations.

Two pupils were examined in singing this year. Neither could give evidence of any training, although each is the possessor of a fair voice. It would be to the advantage of the O.I.B. if more attention were given to solo singing.

The choral class again demonstrated how much enjoyment the students derive from part-singing. Four part songs by modern composers were nicely sung, showing that much pains had been bestowed by Mr. Humphries in keeping up the standard of this part of the Institution's work.

At the morning devotional exercises, the hymns were heartily sung to the accompaniment of the organ, which was capably played by one of the organ pupils.

Mr. Usher, the Instructor in Piano Tuning, is maintaining the good work of his predecessors. Nineteen of the students are at various stages in the tuning course. The work of two or three of the most advanced was seen and found to be excellent.

The teaching of Mr. E. A. Humphries, the Musical Director, and of his assistants, Miss Moore and Miss Harrington, as seen in the performances of their pupils, reflects much credit upon them. The standard is well maintained, and seems likely to be continued; and there is a spirit of hearty emulation among the students which one is pleased to see.

I have the honor to be,

Sir,

Your obedient servant,

W. E. FAIRCLOUGH.

TORONTO, August 29th, 1906.

ONTARIO INSTITUTION FOR THE BLIND.

STATISTICS FOR THE YEAR ENDING 30TH SEPTEMBER, 1906.

I. Attendance.

	Male.	Female.	Total.
Attendance for portion of year ending 30th September, 1872.	20	14	34
for year ending 30th September, 1873.....	44	24	68
" " " 1874.....	66	46	112
" " " 1875.....	89	50	139
" " " 1876.....	84	64	148
" " " 1877.....	76	72	148
" " " 1878.....	91	84	175
" " " 1879.....	100	100	200
" " " 1880.....	105	93	198
" " " 1881.....	103	98	201
" " " 1882.....	94	73	167
" " " 1883.....	88	72	160
" " " 1884.....	71	69	140
" " " 1885.....	86	74	160
" " " 1886.....	93	71	164
" " " 1887.....	93	62	155
" " " 1888.....	94	62	156
" " " 1889.....	99	58	167
" " " 1890.....	95	69	164
" " " 1891.....	91	67	158
" " " 1892.....	85	70	155
" " " 1893.....	90	64	154
" " " 1894.....	84	66	150
" " " 1895.....	82	68	150
" " " 1896.....	72	69	141
" " " 1897.....	76	73	149
" " " 1898.....	74	73	147
" " " 1899.....	77	71	148
" " " 1900.....	77	67	144
" " " 1901.....	72	66	138
" " " 1902.....	68	70	138
" " " 1903.....	67	64	131
" " " 1904.....	68	66	134
" " " 1905.....	67	74	141
" " " 1906.....	71	76	147

II. Age of Pupils.

	No.		No.
Five years.....	1	Seventeen years.....	4
Six ".....	2	Eighteen ".....	8
Seven ".....	4	Nineteen ".....	8
Eight ".....	3	Twenty ".....	6
Nine ".....	8	Twenty-one ".....	6
Ten ".....	9	Twenty-two ".....	3
Eleven ".....	10	Twenty-three ".....	5
Twelve ".....	7	Twenty-four ".....	3
Thirteen ".....	11	Twenty-five ".....	2
Fourteen ".....	10	Over twenty-five years.....	14
Fifteen ".....	14		
Sixteen ".....	9	Total.....	147

III. Nationality of Parents.

	No.		No.
American.....	2	German.....	5
Canadian.....	74	Hungarian.....	1
English.....	29	Russian.....	1
Irish.....	16	Scottish.....	16
Italian.....	1	Unknown.....	1
Galician.....	1		
		Total.....	147

IV. Denomination of Parents.

	No.		No.
Congregational.....	2	Roman Catholic.....	26
Baptist.....	6	Salvationist.....	3
Disciples.....	1	Lutheran.....	2
Episcopalian.....	42	Jewish.....	2
Methodist.....	35	Greek Catholic.....	1
Evangelical Association.....	1		
Presbyterian.....	27	Total.....	147

V. Occupation of Parents.

	No.		No.
Agents.....	2	Laborers.....	32
Barber.....	1	Lawyer.....	1
Bartender.....	1	Machinists.....	2
Bricklayers.....	2	Manufacturer.....	1
Blacksmith.....	1	Merchants.....	5
Butcher.....	0	Millwright.....	1
Captain.....	1	Miner.....	1
Carpenters.....	5	Painter.....	2
Carter.....	1	Polisher.....	1
Clerk.....	1	Plumber.....	1
Civil Engineer.....	1	Policeman.....	1
Contractors.....	2	Plasterers.....	2
Cooper.....	1	Printer.....	1
Cook.....	1	Railway Employees.....	3
Carriage-builder.....	1	Repairer.....	1
Cabinetmaker.....	1	Shoemakers.....	2
Conductor.....	0	Tanner.....	1
Drover.....	1	Tailors.....	4
Electrician.....	1	Teacher.....	1
Farmers.....	40	Teamsters.....	3
Firemen.....	2	Telegraph Operator.....	1
Foreman.....	1	Traveller.....	1
Gardeners.....	2	Warehouseman.....	1
Government officers.....	1	Weaver.....	1
Gentleman.....	1	Unknown.....	3
Grocer.....	1		
Hostler.....	1	Total.....	147
Hotel-keeper.....	1		

VI.—Cities and counties from which pupils were received during the official year ending 30th September, 1906.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma.....	3	1	4	County of Norfolk.....	1	4	
City of Belleville.....	1	1	2	“ Northumberland....	2	1	3
County of Brant.....	1	1	2	“ Ontario.....	1	1	2
City of Brantford.....	2	2	4	City of Ottawa.....	2	2	4
County of Bruce.....	1	2	3	County of Oxford.....	1	2	3
“ Carleton.....	1	1	2	District of Parry Sound....	1	1	2
“ Dufferin.....	1	1	2	County of Peel.....	1	1	2
“ Dundas.....	1	1	2	“ Perth.....	1	1	2
“ Durham.....	1	1	2	“ Peterborough.....	1	3	4
“ Elgin.....	2	2	4	“ Prince Edward.....	1	1	2
“ Essex.....	3	3	6	“ Prescott.....	2	2	4
“ Frontenac.....	1	1	2	“ Renfrew.....	1	1	2
“ Glengarry.....	1	1	2	“ Russell.....	2	2	4
“ Grenville.....	1	1	2	District of Rainy River....	1	1	2
“ Grey.....	1	1	2	City of St. Catharines.....	1	1	2
City of Guelph.....	1	1	2	“ St. Thomas.....	1	1	2
County of Haldimand.....	1	1	2	“ Stratford.....	1	2	3
“ Haliburton.....	1	1	2	County of Simcoe.....	2	1	3
“ Halton.....	1	1	2	“ Stormont.....	1	1	2
City of Hamilton.....	1	3	4	City of Toronto.....	13	15	28
County of Hastings.....	2	1	3	County of Victoria.....	2	2	4
“ Huron.....	2	1	3	“ Waterloo.....	4	1	5
City of Kingston.....	1	1	2	“ Welland.....	1	1	2
County of Kent.....	2	2	4	“ Wellington.....	1	1	2
“ Lambton.....	5	2	7	“ Wentworth.....	1	3	4
“ Leeds.....	2	2	4	City of Windsor.....	1	2	3
“ Lanark.....	1	1	2	“ Woodstock.....	2	2	4
“ Lennox.....	1	1	2	County of York.....	1	1	2
“ Lincoln.....	1	1	2	*Province of Alberta.....	1	1	2
City of London.....	1	1	2	*British Columbia.....	1	1	2
County of Middlesex.....	1	4	5	*Manitoba.....	2	1	3
District of Muskoka.....	1	1	2	*Saskatchewan.....	2	3	5
District of Nipissing.....	2	3	5				
				Total.....	71	76	147

*On Payments.

VII.—Cities and counties from which pupils were received from the opening of the Institution till 30th September, 1906.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma.....	5	4	9	City of Guelph.....	4	3	7
City of Belleville.....	3	1	4	County of Norfolk.....	10	9	19
County of Brant.....	8	7	15	“ Northumberland....	5	9	14
City of Brantford.....	16	10	26	“ Ontario.....	7	9	16
County of Bruce.....	9	11	20	City of Ottawa.....	17	2	19
“ Carleton.....	2	1	3	County of Oxford.....	7	11	18
“ Dufferin.....	2	1	3	District of Parry Sound....	1	1	2
“ Dundas.....	3	3	6	County of Peel.....	2	1	3
“ Durham.....	4	4	8	“ Perth.....	5	10	15
“ Elgin.....	7	6	13	“ Peterborough.....	13	5	18
“ Essex.....	11	20	31	“ Prince Edward.....	6	2	8
“ Frontenac.....	5	2	7	“ Prescott.....	4	1	5
“ Glengarry.....	8	1	9	“ Renfrew.....	8	6	14
“ Grenville.....	2	2	4	“ Russell.....	3	3	6
“ Grey.....	9	12	21	City of St. Catharines.....	2	1	3

VII.—Cities and counties from which pupils were received from the opening of the Institution till 30th September, 1906. — *Continued.*

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
City of St. Thomas	3	2	5	District of Muskoka	3	...	3
“ Stratford	3	1	4	County of Stormont	5	...	5
County of Simcoe	11	11	22	City of Toronto	62	42	104
“ Haldimand	4	5	9	County of Victoria	8	2	10
“ Halton	6	3	9	“ Waterloo	12	5	17
City of Hamilton	14	19	33	“ Welland	6	1	10
County of Hastings	5	5	10	“ Wellington	10	8	18
“ Huron	12	10	22	“ Wentworth	9	10	19
City of Kingston	7	4	11	“ York	18	16	34
County of Kent	10	6	16	*Province of Quebec	4	1	5
“ Lambton	18	6	24	*North-West Territory	1	4	5
“ Leeds	14	4	18	*United States	1	...	1
“ Lanark	2	4	6	*British Columbia	1	...	1
“ Lennox	4	1	5	*Manitoba	1	...	1
“ Lincoln	3	3	6	*Alberta .....	...	1	1
City of London	10	9	19				
District of Nipissing	6	4	10	Total	476	361	837
County of Middlesex	9	12	21				

* On payment.

VIII.—Cities and counties from which pupils were received who were in residence on 30th September, 1906.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma	2	1	3	County of Norfolk .....	...	3	3
City of Belleville .....	...	...	...	“ Northumberland	1	1	2
County of Brant .....	...	...	...	“ Ontario	1	...	1
City of Brantford	2	1	3	City of Ottawa	1	2	3
County of Bruce	1	2	3	County of Oxford .....	...	1	1
“ Carleton .....	...	...	...	District of Parry Sound	1	...	1
“ Dufferin .....	...	...	...	County of Peel	1	...	1
“ Dundas .....	...	...	...	“ Perth	1	1	2
“ Durham .....	...	...	...	“ Peterborough .....	...	3	3
“ Elgin	1	...	1	“ Prince Edward .....	...	...	...
“ Essex .....	...	2	2	“ Prescott	2	...	2
“ Frontenac .....	...	...	...	“ Renfrew .....	...	...	...
“ Glengarry	1	1	2	“ Russell .....	...	2	2
“ Grenville	1	1	1	District of Rainy River .....	...	1	1
“ Grey .....	...	1	1	City of St. Catharines .....	...	...	...
City of Guelph	1	1	2	“ St. Thomas .....	...	...	...
County of Haldimand .....	...	...	...	“ Stratford	1	2	3
“ Haliburton .....	...	...	...	County of Simcoe	2	1	3
“ Halton .....	...	...	...	“ Stormont .....	...	...	...
City of Hamilton	1	1	2	City of Toronto	11	9	20
County of Hastings .....	...	...	...	County of Victoria	2	...	2
“ Huron	2	1	3	“ Waterloo	3	1	4
City of Kingston	1	...	1	“ Welland .....	...	1	1
County of Kent	1	1	2	“ Wellington .....	...	...	...
“ Lambton	4	1	5	“ Wentworth	1	1	2
“ Leeds	2	...	2	City of Woodstock .....	...	2	2
“ Lanark .....	...	1	1	County of York	1	1	2
“ Lennox .....	...	...	...	Province of Alberta	1	...	1
“ Lincoln .....	...	...	...	British Columbia	2	1	3
City of London .....	...	...	...	Manitoba	2	3	5
County of Middlesex	2	2	...	Saskatchewan .....	...	...	...
District of Muskoka .....	...	...	...	Total	55	55	110
“ Nipissing	2	3	5				

Ontario Institution for the Education of the Blind, Brantford, Ont., Canada. Maintenance Expenditures for the year ending 30th September, 1906; compared with preceding year.

Item.	Service.	30th September, 1905 Average Attendance, 109.			30th September, 1906. Average Attendance, 110.		
		Total Ex- penditure, 1905.	Yearly cost of average 109.	Weekly cost of average	Total Ex- penditure, 1906.	Yearly cost of average 110.	Weekly cost of average.
		\$ c.	\$ c.	c.	\$ c.	\$ c.	c.
1	Medicines, Medical Comforts . . .	54 09	49	.9	64 58	58	1.1
2	Butcher's Meat, Fish and Fowls . .	1,424 26	13 06	25.1	1,524 89	14 49	27.7
3	Flour, Bread and Biscuits	524 78	4 81	9.2	413 60	3 76	7.2
4	Butter and Lard	978 25	8 97	17.2	1,144 41	10 40	20.
5	General Groceries	1,447 99	13 28	25.5	1,067 98	9 70	18.6
6	Fruit and Vegetables	120 79	1 11	2.1	224 67	2 04	3 9
7	Bedding, Clothing and Shoes . . .	416 61	3 82	7.3	437 60	3 97	7.6
8	Fuel—Wood, Coal and Gas	3,626 09	33 26	63.9	3,176 73	28 88	55 5
9	Light—Electric and Gas	752 48	6 90	13.2	745 74	6 78	13.
10	Laundry Soap and Cleaning	283 37	2 60	5.	231 84	2 10	4.
11	Furniture and Furnishings	642 06	5 89	11.3	529 29	4 81	9.2
12	Farm and Garden — Feed and Fodder	636 49	5 83	11 2	781 73	7 10	13.6
13	Repairs and Alterations	852 01	7 88	15.1	821 48	7 46	14.3
14	Advertising, Printing, Stationery, &c.	754 43	6 91	13.3	427 09	3 88	7.4
15	Books, Apparatus and Appliances	644 30	5 91	11.3	865 14	7 86	15.1
16	Miscellaneous, unenumerated . . .	804 75	7 37	14.1	1,170 64	10 64	20.4
17	Pupils' Sitzings at Church	100 00	91	1 7	200 00	1 81	3.4
18	Rent of Hydrants	160 00	1 46	2.1	160 00	1 45	2.8
19	Water Supply	309 45	2 83	5.5	277 75	2 52	4.8
20	Salaries and Wages	17,674 72	162 15	311 8	18,018 58	163 80	315.
21	Repairs to Buildings, Furniture, &c.				376 73	3 42	6.5
		32,155 92	295 01	567.3	32,700 47	297 27	571.6

39th September, 1906.

Certified correct, W. N. HOSSIE, Bursar.

